

MUSICAL CONCEPTS

1. POSTURE, HAND/ARM POSITION, and EMOUCHURE (mouth position)

Grading Indicators

Consistently Exceeding	Meeting Standard	Approaching Standard	Area of Concern
<ul style="list-style-type: none"> •Student always sits/stands with perfect posture, without prompting. •Hand, finger and/or arm position is always perfect, with no corrections needed. •Embouchure or grip is perfect for the instrument and does not need correcting. 	<ul style="list-style-type: none"> •Student always sits/stands with good posture and needs no prompting. •Hand, finger and/or arm position needs little or no correction. •Embouchure or grip is good for the instrument and needs little or no correction 	<ul style="list-style-type: none"> •Student sits/stands with good posture and when prompted. •Hand, finger and/or arm positions need corrections. •Embouchure or grip is passable for the instrument but needs consistent correction 	<ul style="list-style-type: none"> •Student consistently sits/stands with bad posture, even when prompted. •Hand, finger and/or arm positions are in constant need of corrections. •Embouchure or grip is hampering the sound production for the instrument.

2. NOTE and RHYTHM READING

Grading Indicators

Consistently Exceeding	Meeting Standard	Approaching Standard	Area of Concern
<ul style="list-style-type: none"> •Student can recognize and perform notes at performance tempos well beyond the minimums for their experience level. •Student can recognize, write and/or say counting, and perform rhythms beyond the minimums for the experience level. 	<ul style="list-style-type: none"> •Student can recognize and perform the notes required for the experience level at or near performance tempos. •Student can recognize and perform rhythms and rhythm patterns required for the experience level at or near performance tempos. •Student can correctly write in or say counting for the rhythm patterns required for the experience level. 	<ul style="list-style-type: none"> •Student can recognize and perform notes, but at slower tempos. •Student can recognize and perform most rhythms, but is inconsistent with glitches in tempo. •Student can correctly say counting for rhythm patterns required for the experience level. He/she may be able to do correct rhythm writing. 	<ul style="list-style-type: none"> •Student cannot recognize or perform most notes required for a minimum at their experience level. •Student cannot recognize or perform most rhythms required for a minimum at their experience level. •Student can not correctly say counting for the rhythm patterns required for a minimum at their experience level.

3. SOUND PRODUCTION, ARTICULATION, and RANGE

Consistently Exceeding	Meeting Standard	Approaching Standard	Area of Concern
<ul style="list-style-type: none"> •Student has a mature tone well above grade level. Student can produce a wide range of volumes over the range of playable notes. Percussionists can cleanly hit the correct bells keys at quicker tempos. He/she is able to strike the drum consistently in the center of the drum at a soft, medium, and loud volume. •Student's physical range of notes is at or above one octave. •Student can consistently start notes with a "TAH" syllable. Articulations are accurately performed. Percussionists demonstrate consistent volume and accents appropriate for the setting. 	<ul style="list-style-type: none"> •Student has a developmentally appropriate sound that is representative of the instrument. Sound is not overly loud or soft over the range of playable notes. Percussionists can cleanly hit the correct bells keys and are able to strike the drum consistently in the center of the drum. •Student's physical range of notes is at least five to six notes. •Student can consistently start notes with a "TAH" syllable. Articulations are consistently performed. Percussionists demonstrate consistent soft, medium, and loud volume appropriate for the setting. 	<ul style="list-style-type: none"> •Student has an inconsistent sound or has a tone that is airy, thin, or overly loud. Percussionists cannot cleanly hit the correct bell key and/or struggle to hit the center of the drum. •Student's physical range of notes is below appropriate level, allowing around three to five notes. •Student cannot consistently start notes at all with a "TAH" syllable. Articulations are inconsistent. Percussionists cannot perform a consistent volume appropriate for the setting by hitting the drum too softly or too loudly at times, but may be able demonstrate a variety of volumes. 	<ul style="list-style-type: none"> •Student struggles to produce a sound or has a tone that is mostly air, very thin, or overly loud. Percussionists cannot cleanly hit the correct bell key or struggle to hit the center of the drum. •Student's physical range of notes is far below appropriate level, allowing only two or three notes. •Student cannot start notes at all with a "TAH" syllable and uses only a blast of air to start the sound. Articulations are not performed. Percussionist consistently hit the drum too softly or too loudly, and do not demonstrate any variety and/or control of volume.

MANAGEMENT CONCEPTS

4. ATTENDANCE, MATERIALS, PRACTICE, and ASSEMBLY

Consistently Exceeding	Meeting Standard	Approaching Standard	Area of Concern
<ul style="list-style-type: none"> •Student is at every lesson and rehearsal on time and ready to go when class starts. •Always has all materials and instrument. •Practice times are always documented and is consistently above minimums. •Consistently and quickly assembles/adjusts instrument and/or accessories with no instructor adjustments needed. 	<ul style="list-style-type: none"> •Student has consistent lesson and rehearsal attendance and is on time and ready to go when class starts. •Student has no more than one day with missing materials and/or instrument. •Practice times are consistently documented and is consistently at the minimum times. •Consistently and quickly assembles/adjusts instrument and/or accessories with little or no instructor adjustments needed. 	<ul style="list-style-type: none"> •Student has no more than one unexcused absence from lessons and rehearsals. •Student is tardy and/or is not always ready to go when class starts. •Student has more than one day with missing materials and/or instrument. •Practice time documentation is inconsistent and/or is consistently well below the minimum times. •Student inconsistently assembles/adjusts instrument and/or accessories correctly and needs frequent instructor adjustment. 	<ul style="list-style-type: none"> •Student has multiple unexcused absence from lessons and rehearsals. •Student is consistently tardy and/or is not always ready to go when class starts. •Student has multiple days with missing materials and/or instrument. •Practice time documentation is incomplete •Student still struggles with instrument assembly and needs instructor adjustment to be able to perform.

5. BEHAVIOR and ATTITUDE

Consistently Exceeding	Meeting Standard	Approaching Standard	Area of Concern
<ul style="list-style-type: none"> •Student always shows respect to teachers, peers, and equipment. •Student exhibits a positive attitude, is helpful, readily accepts constructive criticism, and uses it to improve self and group. 	<ul style="list-style-type: none"> •Student is consistently respectful to teachers, peers, and equipment. •Student exhibits a positive attitude and accepts constructive criticism. •Student consistently works to improve self and group. 	<ul style="list-style-type: none"> •Student may show disrespect towards teachers, peers, and/or equipment. •Student gets off-task and may be disruptive at times by talking or continuous playing. •Student does not always accept constructive criticism and may not always work to better self and group. 	<ul style="list-style-type: none"> •Student shows disrespect towards teachers, peers, and/or equipment. •Student is consistently off-task and disruptive by talking or continuous playing. •Student argues against constructive criticism and/or does not work to better self and group.