

YHS CONCERT BAND/JAZZ ENSEMBLE PERFORMANCE STANDARDS & INDICATORS - 2019

MLR STANDARD A: DISCIPLINARY LITERACY: Students show literacy in the discipline

A1. Disciplinary Literacy: perform music that requires well-developed technical skills

1. APPROPRIATE POSTURE:

- (4) torso is always shifted to be high, no slouching ever
- (3) torso is consistently shifted to be high with a couple lapses
- (2) posture is inconsistent within and between rehearsals
- (1) torso is consistently slouched

2. APPROPRIATE PHYSICAL PLACEMENT:

- (4) embouchure is always correct
- (3) embouchure is correct most of the time with an occasional correction
- (2) embouchure needs frequent correction feedback and is lacking proper technique consistently
- (1) embouchure is poor and student does not respond to corrective feedback

3. RESPONDING TO CONDUCTOR:

- (4) student is always watching the conductor and responding appropriately
- (3) student is watching the conductor most of the time and needs occasional reminders for correction
- (2) student needs frequent reminders
- (1) student does not engage in eye contact even with frequent reminders

A2. Notation: apply accumulated knowledge

4. LETTER NAME IDENTIFICATION; identifies correct note names in treble and bass clef:

- (4) perfect accuracy
- (3) all notes are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying notes
- (1) there is no relation between identified and correct notes

5. RHYTHM NAME IDENTIFICATION:

- (4) perfect accuracy
- (3) all rhythm names are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying rhythm names
- (1) there is no relation between identified and correct rhythm names

6. TIME SIGNATURE IDENTIFICATION; identifies correct time signatures:

- (4) perfect placement/understanding of measure lines
- (3) all measure lines are placed accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in placement of time signatures
- (1) there is no relation between requested and written measure lines

7. KEY SIGNATURE IDENTIFICATION; identifies correct key signatures:

- (4) perfect accuracy
- (3) all keys are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying key signatures
- (1) there is no relation between identified and correct keys

8. FINGERING IDENTIFICATION/DEMONSTRATION:

- (4) perfect accuracy
- (3) fingerings are identified/demonstrated accurately with only one or two errors
- (2) fingerings are identified/demonstrated accurately with three or four errors
- (1) there is no correlation between a note and its correct fingering

MLR STANDARD B: PERFORMANCE, RE-CREATION, EXPRESSION
Students create, perform, and express ideas through the art discipline.

B1. style/genre: perform music of various styles and genres

1. RE-CREATION: PITCH NOTES; performs notes correctly:

- (4) perfect note accuracy
- (3) notes are performed accurately with one or two errors
- (2) notes are performed accurately with three or four errors
- (1) there is no relation between written and performed notes

2. RE-CREATION: RHYTHM; performs rhythms correctly:

- (4) rhythms are performed with perfect accuracy
- (3) rhythms are performed accurately with one or two errors
- (2) rhythms are performed accurately with three or four errors
- (1) there is no relation between identified notation and correct rhythm

3. RE-CREATION: TEMPO; recreates/applies all notes in steady tempo

- (4) rhythms are performed with alignment
- (3) rhythms are performed accurately with one or two notes out of tempo
- (2) rhythms are performed with multiple variations
- (1) there is no relation between performed and specified tempo

4. RE-CREATION: APPLICATION OF INSTRUMENT; utilizes correct fingerings on instrument

- (4) perfect accuracy
- (3) fingerings are identified/demonstrated accurately with one or two errors
- (2) fingerings are identified/demonstrated accurately with three or four errors
- (1) there is no correlation between a note and its correct fingering

5. RE-CREATION: ARTICULATION; recreates written articulations

- (4) perfect accuracy
- (3) articulations are performed as written with one or two errors
- (2) articulations are performed with several errors
- (1) articulations are consistently missing or performed incorrectly

6. RE-CREATION: TONE; recreates with consistent tone throughout the instrument range

- (4) tone is consistently focused, clear, and centered throughout the performance
- (3) tone is mostly focused, clear and centered throughout the performance
- (2) tone is sometimes focused, clear and centered throughout the performance
- (1) tone is often unfocused, unclear and/or not centered throughout the performance

6. RE-CREATION: PHRASING; recreates with consistent tone throughout the instrument range

- (4) phrasing is always musical
- (3) phrasing is consistently musical
- (2) phrasing sometimes is musical but often lacks a sense of musicality
- (1) phrasing is incorrect or missing altogether

7. RE-CREATION: VISUAL REPRESENTATION; recreates with consistent tone throughout the instrument range

- (4) notes are in tune always
- (3) notes are performed in tune with one or two intonation issues
- (2) intonation is inconsistent
- (1) intonation is lacking most of the time

B2. composition: listen to, analyze, and evaluate music

a. CONTEXTUAL UNDERSTANDING & EVALUATE PERFORMANCE; student analytically critiques music performance:

- (4) ideas, organization and fluency reflect a thorough overview of the performance
- (3) ideas, organization and fluency reflect a general understanding of the performance
- (2) ideas, organization and fluency are present but incomplete
- (1) ideas, organization and/or fluency are absent

MLR STANDARD E.: CONNECTIONS
Students make connections to peripheral skills

E5. interpersonal skills

- (4) always follows daily classroom expectations
- (3) generally follows daily classroom expectations, treats everyone respectfully and works well with others
- (2) inconsistently follows daily classroom expectations, fails to treat others with respect consistently
- (1) routinely fails to follow daily classroom expectations and/or treats others disrespectfully