

Name \_\_\_\_\_



## **Quakertown Freshman Center Third Marking Period Grading and Assessment Packet**



- **Students will perform/record scales, exercises, rudiments, rhythm, and repertoire excerpts by the due dates provided.**
- **This assessment will be an on-going process in small, manageable chunks. Students are encouraged to work ahead; however, QUALITY is more important than QUANTITY.**
- **Grades will be entered at the end of each lesson cycle for all material that is due for that cycle. Students who miss their sectional and are unable to come in for a make-up lesson must record and email their assessments before the end of the required lesson cycle.**



### THIRD MARKING PERIOD GRADING AND ASSESSMENT SHEET FRESHMAN BAND

## ATTENDANCE and PREPAREDNESS

### Sectionals

- Each student must attend 5 sectionals over the course of the marking period
- Crossover students must attend 3 sectionals
- Make-up sectionals are available but must be scheduled in advance with the Band Director.

	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6	Rotation 7
Date							
Period							
Signed							

### Characteristics of a Successful Learner

*“The practice room is where you learn your part. Rehearsal is where you learn everyone else’s.”*

- It is expected that all students will earn a 4.0 in this caption.
- Students are responsible for making positive contributions to every rehearsal (24 in total). This means preparation of assigned exercises and, of course, the presence of all necessary materials for rehearsal.
- Students who are deemed unprepared for rehearsal (lack of materials, preparation of excerpts, etc.) will earn a deduction in this caption.

Date	Infraction

## Challenges and Playing Tests

- Challenges are short, performance-based activities that focus on a singular element of musicianship.
- The band director and student will work together to determine if a Challenge is to be “checked off” – that is, successfully completed.
- Challenges provide key pieces of evidence that indicate the understanding and development of individual skills that are reflected on the “Musicianship Development” chart.
- Playing Tests are specific exercises that are prepared and performed during the marking period and provide further evidence of understanding.
- Playing Test assessment is based on the QCHS Performance and Playing Test Rubric.
- Students may retry any Challenge or Playing Test at any point during the marking period.
- Students may play Challenges and Playing Tests during sectionals, before or after school, or by recording.

Name \_\_\_\_\_

## **How you are graded:**

### **Production and Performance of Music**

- ☐ Learning Target 1.1 – Produces a Characteristic Tone
  - How does your instrument sound?
  - Do you know what a good sound is? A bad sound?
  - Can you explain how to make a good sound on your instrument?
- ☐ Learning Target 1.2 – Plays in Tune
  - Do you play in tune?
  - Do you know what in tune sounds like?
  - Do you know how to adjust your instrument or face to play in tune?
- ☐ Learning Target 1.3 – Maintains a Steady Beat
  - Can you keep a steady beat while you play at any tempo?
  - Can you identify the pulse?
  - Can you demonstrate the pulse?
- ☐ Learning Target 1.4 – Demonstrates Rhythmic Proficiency
  - Can you perform rhythms correctly?
  - Do you know how to relate pulse to rhythms?
- ☐ Learning Target 1.5 – Performs with Proper Playing Technique
  - Do you know the fingerings or slide positions for your notes?
  - Do you sit properly?
  - Do you hold your instrument properly?
  - Do you breathe properly?
  - Do you play at the correct tempo?
  - Can you demonstrate the process for improving accuracy and speed?

### **Historical Context**

- ☐ Learning Target 2.1 - Identifies by Genre, Style and Historical Period
  - Do you know about the music you are playing? Where is it from?  
When is it from?
  - Do you know about different music styles and how to play them?

### **Critical and Aesthetic Response**

- ☐ Learning Target 3.1 - Evaluates Performance
  - Do you know when things sound good? Bad?
  - Can you identify the elements of music that have an effect on the performance?
  - Can you synthesize a plan for improvement?
  - Can you describe how you played something to someone else?
  - What makes music interesting to play or listen to?

### **Characteristics of a Successful Learner**

- Are you prepared for class?
- Do you follow class rules?
- Do you practice at home?
- Do you work independently?
- Do you complete assignments on time?

**Concert Music (Learning Targets 1.1, 1.2, 1.3, 1.4, 1.5, 3.1)**

**March Concert Repertoire**

Date	Title	LT1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5	LT 1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5
Cycle 4	Within The Castle Walls										
Cycle 4	In A Quiet Place										
Cycle 5	Counter-balance										
Cycle 5	Unraveling										
		Reflection/Remediation/Enrichment (LT 3.1)					Reflection/Remediation/Enrichment (LT 3.1)				

**LHS 3<sup>rd</sup> Class Rhythm Sheet (Learning Targets 1.3, 1.4, 3.1)**

Due	Exercise	LT 1.3	LT 1.4	LT 1.3	LT 1.4	LT 1.3	LT 1.4
Cycle 3	# 9						
Cycle 4	# 10						
Cycle 5	# 11						
Cycle 6	# 12						
		Reflection/Remediation/Enrichment(LT 3.1)				Reflection/Remediation/ Enrichment (LT 3.1)	

# Freshman Band

## Marking Period 3

Name \_\_\_\_\_

**Major Scales (Learning Targets Winds and Mallets: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1) \***

**Metronome Tempo Targets: 90 = 3.0 (Proficient), 110=3.5, 130=4.0(Advanced)**

Due	Exercise	LT 1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5	LT 1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5
Cycle 4	C Major										
Cycle 4	F Major										
Cycle 4	Bb Major										
Cycle 5	Eb Major										
Cycle 5	Ab Major										
Cycle 5											
Cycle 6											
Cycle 6											
		Reflection/Remediation/ Enrichment (LT 3.1)					Reflection/Remediation/ Enrichment (LT 3.1)				

# Freshman Band

## Marking Period 3

**Percussion Proficiency Packet (Percussion -Learning Targets 1.1, 1.3,1.4, 1.5, 3.1) Major Scales Sheet for snare drum (Gb, B, E, A, D, G), assigned exercises**

**Metronome Tempo Targets: 90 = 3.0 (Proficient), 120=3.5, 140=4.0(Advanced)**

Due	Exercise	LT 1.1	LT 1.3	LT 1.4	LT 1.5	LT 3.1	LT 1.1	LT 1.3	LT 1.4	LT 1.5	LT 3.1
Cycle 4	Scale Sheet "Gb"										
Cycle 4	Scale Sheet "B"										
Cycle 5	Scale Sheet "E"										
Cycle 5	Scale Sheet "A"										
Cycle 6	Scale Sheet "D"										
Cycle 6	Scale Sheet "G"										
Cycle 6											
Cycle 6											
Cycle 6											
		Reflection/Remediation/ Enrichment (LT 3.1)					Reflection/Remediation/ Enrichment (LT 3.1)				

# Freshman Band

## Marking Period 3

Name \_\_\_\_\_

### Sound Innovations (Learning Targets - Winds and Percussion: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1)

Due	Exercise	LT 1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5	LT 1.1	LT 1.2	LT 1.3	LT 1.4	LT 1.5
Cycle 4	#180-190										
Cycle 5	# 191-197										
Cycle 6	# 198-204										
		Reflection/Remediation/ Enrichment (LT 3.1)					Reflection/Remediation/ Enrichment (LT 3.1)				

\*Battery Percussion students will be asked to perform the snare drum, bass drum, and timpani parts for all of the assigned “Sound Innovations” Exercises