

# Instrumental Music

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPIO performance levels are determined based on performance expectations at the time of reporting

<b>Student Performance Standard</b>	<b>Level 1 Below</b>	<b>Level 2 Limited</b>	<b>Level 3 Approaches</b>	<b>Level 4 Meets</b>	<b>Level 5 Exceeds</b>
<i>6<sup>th</sup> – 8<sup>th</sup> Grade:</i>					
Plays instrument with expression and proper technique.	Instrument is played without expression; requires adult guidance and support to achieve appropriate posture, position and breath control.	Plays instrument with minimal expression; inconsistent posture, playing position and/or breath control.	Plays instrument with some expression; posture, playing position and breath control are adequate.	Plays instrument with expression, good posture, good playing position and breath control.	In addition to Level 4, technical accuracy and expression exceed year-end level performance; beginning to interpret musical pieces.
Sight reads score and notates music.	Sight reads and notates music with adult guidance and support.	Sight reads with minimal accuracy; inconsistent understanding of meter signatures, clef notes and symbols.	Sight reads with some accuracy and demonstrates some understanding of meter signatures, clef notes and symbols denoting pitch, rhythm and dynamics.	Sight reads with accuracy and demonstrates understanding of meter signatures, clef notes and symbols denoting pitch, rhythm and dynamics.	In addition to Level 4, sight reads scores of greater complexity and length than expected of year-end level.
Responds to conductor's cues and blends with other instruments.	Responds to conductor's cues and blends with other instruments with adult guidance and support.	Evidences minimal response to conductor's cues; may lack control of instrument or ability to read score accurately.	Responds to conductor's cues and signals; attempts to modulate instrument; attempts to follow tempo and parts of other players.	Consistently responds to conductor's cues and signals; modulates instrument so that it is neither too loud nor too soft; follows tempo and parts of other players so that instrument blends well with others.	In addition to Level 4, responsiveness to conductor and other band members is of a level and consistency that performer is a key member, assisting others with maintaining key, pace and rhythm.