

**ASSESSMENT OF LEARNING PLAN – MILITARY BAND – MUSIC PROFICIENCY LEVEL ONE**

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 113 – Maintain a Primary Instrument</b>								
113 PC	PO 113	To assess the cadet's ability to maintain a primary instrument.	Reasoning Proficiency and Skills	Personal Communication and Performance Assessment	The cadet is observed maintaining a primary instrument. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 1.	N/A.
<b>PO 115 – Apply Music Theory</b>								
115 PC	PO 115	To assess the cadet's ability to apply music theory.	Knowledge Mastery and Reasoning Proficiency	Selected Responses and Personal Communication	The cadet is asked to respond to questions related to music theory. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 2.	40 min
<b>PO 116 – Demonstrate Rhythm Skills</b>								
116 PC	PO 116	To assess the cadet's ability to demonstrate rhythm skills.	Skills	Performance Assessment	The cadet is asked to demonstrate rhythm skills. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 3.	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 117 – Play Scales or Rudiments</b>								
117 PC	PO 117	To assess the cadet's ability to play a scale or rudiments.	Skills	Performance Assessment	The cadet is asked to play scales or rudiments. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 4.	N/A.
<b>PO 118 – Sight-Read Music</b>								
118 PC	PO 118	To assess the cadet's ability to sight-read music.	Skills	Performance Assessment	The cadet is asked to sight-read music. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 5.	N/A.
<b>PO 119 – Perform Level One Music</b>								
119 PC	PO 119	To assess the cadet's ability to perform Level One music.	Skills	Performance Assessment	The cadet is asked to perform Level One music. The performance is then discussed with the cadet and a judgment is made based on the cadet's performance.	As required.	Appendix 6.	N/A.

**113 W/B PC ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_

**Analytical Performance Assessment:**

Instrument Group	Maintenance Task	Assessment	
		Incomplete	Complete
<b>Woodwinds</b>	Clean the exterior of the instrument with a cloth.		

<b>Brass</b>	Clean the interior of the instrument with a cleaning snake.		
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<b>Incomplete</b>	The task was not attempted or not completed/explained even with assistance.
<b>Complete</b>	The task was completed/explained: <ul style="list-style-type: none"> <li>• without difficulty;</li> <li>• with difficulty; or</li> <li>• with difficulty and assistance.</li> </ul>

**Assessor's Feedback:**

**Overall Performance Assessment:**

113W/B/P PC	PO Assessment	
	Incomplete	Complete
Maintain a primary woodwind/brass/percussion instrument.		

<b>Incomplete</b>	If any maintenance task was assessed as incomplete then an overall result of "incomplete" shall be recorded.
<b>Complete</b>	If all maintenance tasks were assessed as complete then an overall result of "complete" shall be recorded.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**PO 116 PC ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_ Primary Instrument: \_\_\_\_\_

**Analytical Performance Assessment:**

Rhythm Exercise	Assessment	
	Incomplete	Complete
No.		
No.		
No.		
No.		
No.		
No.		
No.		
No.		
No.		
No.		

<b>Incomplete</b>	The rhythm was not attempted or not completed, or completed with more than two errors.
<b>Complete</b>	The task was completed with difficulty, but having less than two errors in rhythmic accuracy, note accuracy, and consistent tempo, or without difficulty.

**Assessor's Feedback:**

**Overall Performance Assessment:**

PO 116 PC	PO Assessment	
	Incomplete	Completed
Demonstrate Rhythm Skills.		

<b>Incomplete</b>	If less than six of the required ten exercises were assessed as incomplete then an overall result of incomplete shall be recorded.
<b>Complete</b>	If six or more of the exercises were assessed as completed then an overall result of completed shall be recorded.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**PO 117 PC SCALE ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_

**Analytical Performance Assessment:**

Major Scale	Assessment		Harmonic Minor Scale	Assessment	
	I	C		I	C
1.			1.		
2.			2.		
3.			3.		
			Chromatic Scale		

Woodwind and Brass	M.M. quarter note = 66 in quarter notes and articulations to include: all slurred and all tongued.
Mallet Percussion	M.M. quarter note = 66 in quarter notes.

<b>Incomplete</b>	The scale was played with more than two errors which may include rhythmic accuracy, note accuracy, and maintaining a steady tempo.
<b>Complete</b>	The scale was played with no more than two errors which may include rhythmic accuracy, note accuracy, and maintaining a steady tempo.

**Assessor's Feedback:**

**Overall Performance Assessment:**

117 PC	PO Assessment	
	Incomplete	Complete
Play scales.		

<b>Incomplete</b>	If any scale was assessed as incomplete then an overall result of "incomplete" shall be recorded.
<b>Complete</b>	If all scales were assessed as completed then an overall result of "complete" shall be recorded.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**PO 117 PC RUDIMENT ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_

<b>Rudiment</b>	<b>M.M.</b>	<b>I</b>	<b>C</b>
Single strokes – each hand	180		
Introduction to closed rolls	72		
Double strokes in 16th notes	90		
Five stroke rolls	90		
Nine stroke rolls	90		
Single Paradiddles	90		
Flams	90		
Roll offs (17 stroke roll)	120		

<b>Incomplete</b>	The rudiment was played with more than two errors which may include: rhythmic accuracy, sticking accuracy, and maintaining a steady tempo.
<b>Complete</b>	The rudiment was played with no more than two errors which may include: rhythmic accuracy, sticking accuracy, and maintaining a steady tempo.

**Assessor's Feedback:**

**Overall Performance Assessment:**

117 PC	PO Assessment	
	Incomplete	Complete
Play rudiments.		

<b>Incomplete</b>	If any rudiment was assessed as incomplete then an overall result of "incomplete" shall be recorded.
<b>Complete</b>	If all scales were assessed as complete then an overall result of "complete" shall be recorded.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**118 PC ASSESSMENT RUBRIC**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument Group: \_\_\_\_\_

***Analytical Performance Assessment:***

Criteria	Assessment Rating			
	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Rhythm</b>	Rhythmic patterns were played with no consistency.	Some consistency achieved with rhythmic patterns.	Consistency of rhythmic patterns was achieved with minor lapses.	Highly accurate rhythmic patterns.
<b>Tempo</b>	Steady tempo was not achieved.	Steady tempo achieved with some lapses.	Tempo was steady with only minor lapses.	Tempo was highly consistent.
<b>Pitch</b>	Pitch was highly inaccurate.	Pitch was accurate with some lapses.	Pitch was accurate with minor lapses.	Pitch was highly accurate.
<b>Musical Flow</b>	There was no musical flow; melody was not recognizable.	Musical flow was limited; melody was barely recognizable.	Musical flow was achieved; melody was recognizable.	Musical flow was achieved; melody was recognizable; excellent read through.

**Assessor's Feedback:**

Check One	PO 118 Overall Assessment							
	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
<b>Overall Performance</b>	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		The cadet has exceeded the performance standard.	

**Assessor's Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**119 PC ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_

	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>	<b>Exceeded Standard</b>
<b>Rhythm</b>	Rhythmic accuracy weak; multiple major errors occur and detract from overall performance.	Rhythmic accuracy is good most of the time; errors occur even in simple rhythmic patterns.	Rhythmic accuracy is good; occasional errors occur in more difficult passages.	Control of rhythmic patterns is excellent; errors infrequent even in more difficult passages.
<b>Pitch</b>	Note accuracy is weak; multiple major errors occur.	Note accuracy is usually good; major lapses occur but do not detract to the overall performance.	Note accuracy is good; occasional errors occur in more difficult passages.	Note accuracy is excellent; errors infrequent even in more difficult passages.
<b>Dynamics</b>	Attention to dynamic levels not obvious.	Dynamic levels fluctuate but can be understood; little control of sound in extreme dynamics.	Dynamic levels are observed most of the time; sound is usually controlled in extreme dynamics.	Dynamics are obvious, consistent and accurate; dynamic control is well mastered.
<b>Tempo</b>	Under tempo; inappropriate tempo and variations.	Somewhat under tempo; tempo variations generally follow markings.	Appropriate tempo; generally consistent; responds to tempo changes.	Confident in choice and control of tempo; tempo is appropriate; all tempo markings followed.
<b>Tone Quality</b>	Wind Instruments: tone is often not focused or centred tone may be airy.  Percussion: sound is often inconsistent; rolls are always uneven.	Wind Instruments: tone is usually focused and centred and may be uncontrolled in extreme registers.  Percussion: sound is usually constant; rolls are often uneven.	Wind Instruments: tone is focused and centred except in more difficult passages or extreme registers.  Percussion: sound is consistent; rolls are even and consistent.	Wind Instruments: tone is well focused, very clear and well centred in all registers.  Percussion: sound is excellent; consistency is always achieved.

**Assessor's Feedback:**

Check One	PO 119 Overall Assessment							
	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
<b>Overall Performance</b>	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		The cadet has exceeded the performance standard.	

**Assessor's Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**MILITARY BAND – MUSIC PROFICIENCY LEVEL ONE QUALIFICATION RECORD**

Cadet's Name: \_\_\_\_\_ Corps/Sqn: \_\_\_\_\_

Instrument: \_\_\_\_\_

***POs that are evaluated as "Complete" or "Incomplete":***

Topic	PO	Performance Statement	PO Assessment	
			Incomplete	Complete
Maintenance	113	Maintain a Primary Instrument		
Rhythm and Aural Skills	116	Demonstrate Rhythm Skills		
Technique	117	Play Scales and/or Rudiments		

***POs that recognize proficiency level achievement:***

Topic	PO	Performance Statement	PO Assessment			
			Did Not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Music Theory	115	Apply Music Theory				
Sight-Reading	118	Sight-Read Music				
Prepared Music	119	Perform Level Music				

<b>Military Band – Music Proficiency Level One Qualification Achieved</b>	Yes		<b>Assessor's Name &amp; Rank</b>	<b>RCMA's Signature</b>	<b>Date:</b>
	No				