## ASSESSMENT OF LEARNING PLAN – MILITARY BAND – MUSIC PROFICIENCY LEVEL BASIC

| EC/PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations |
|---|---|---|---|---|---|---|---|---|
| ***PO 013 – Maintain a Primary Instrument*** | | | | | | | | |
| 013 PC | PO 013 | 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. |
| ***PO 015 – Apply Music Theory*** | | | | | | | | |
| 015 PC | PO 015 | 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 |
| ***PO 016 – Demonstrate Rhythm Skills*** | | | | | | | | |
| 016 PC | PO 016 | 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 |
|---|---|---|---|---|---|---|---|---|
| ***PO 017 – Play a Scale or Rudiments*** | | | | | | | | |
| 017 PC | PO 017 | To assess the cadet's ability to play a scale or rudiments. | Skills | Performance Assessment | The cadet is asked to play a scale 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. |
| ***PO 019 – Perform Level Basic Music*** | | | | | | | | |
| 019 PC | PO 019 | To assess the cadet's ability to perform Level Basic music. | Skills | Performance Assessment | The cadet is asked to perform Level Basic 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. |

## 013 W/B/P PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

***Analytical Performance Assessment:***

| Instrument Group | Maintenance Task | | Assessment | | N/A |
|---|---|---|---|---|---|
| | | | Incomplete | Complete | |
| **Woodwinds** | Grease cork joints. | | | | Flute |
| | Put the instrument together. | | | | |
| | Take the instrument apart. | | | | |
| | Swab the instrument. | | | | |
| | Store the instrument. | | | | |
| | Reed | Recognize when to replace the reed. | | | Flute |
| | | Store the reed. | | | |
| **Brass** | Put the instrument together. | | | | |
| | Lubricate moving parts. | | | | |
| | Remove water from the instrument. | | | | |
| | Clean the exterior of the instrument with a cloth. | | | | |
| | Take the instrument apart. | | | | |
| | Store the instrument. | | | | |
| **Percussion** | Turn the snare on/off. | | | | |
| | Clean the drumhead/mallet percussion with a cloth. | | | | |
| | Store the instrument. | | | | |

| | |
|---|---|
| **Incomplete** | The task was not attempted or not completed/explained even with assistance. |
| **Complete** | The task was completed/explained:<br>• without difficulty,<br>• with difficulty, or<br>• with difficulty and assistance. |

***Assessor's Feedback:***

***Overall Performance Assessment:***

| 013W/B/P PC | Assessment | |
|---|---|---|
| | **Incomplete** | **Complete** |
| Maintain a primary woodwind/brass/percussion instrument. | | |

| | |
|---|---|
| **Incomplete** | If any maintenance task was assessed as incomplete then an overall result of "incomplete" shall be recorded. |
| **Complete** | 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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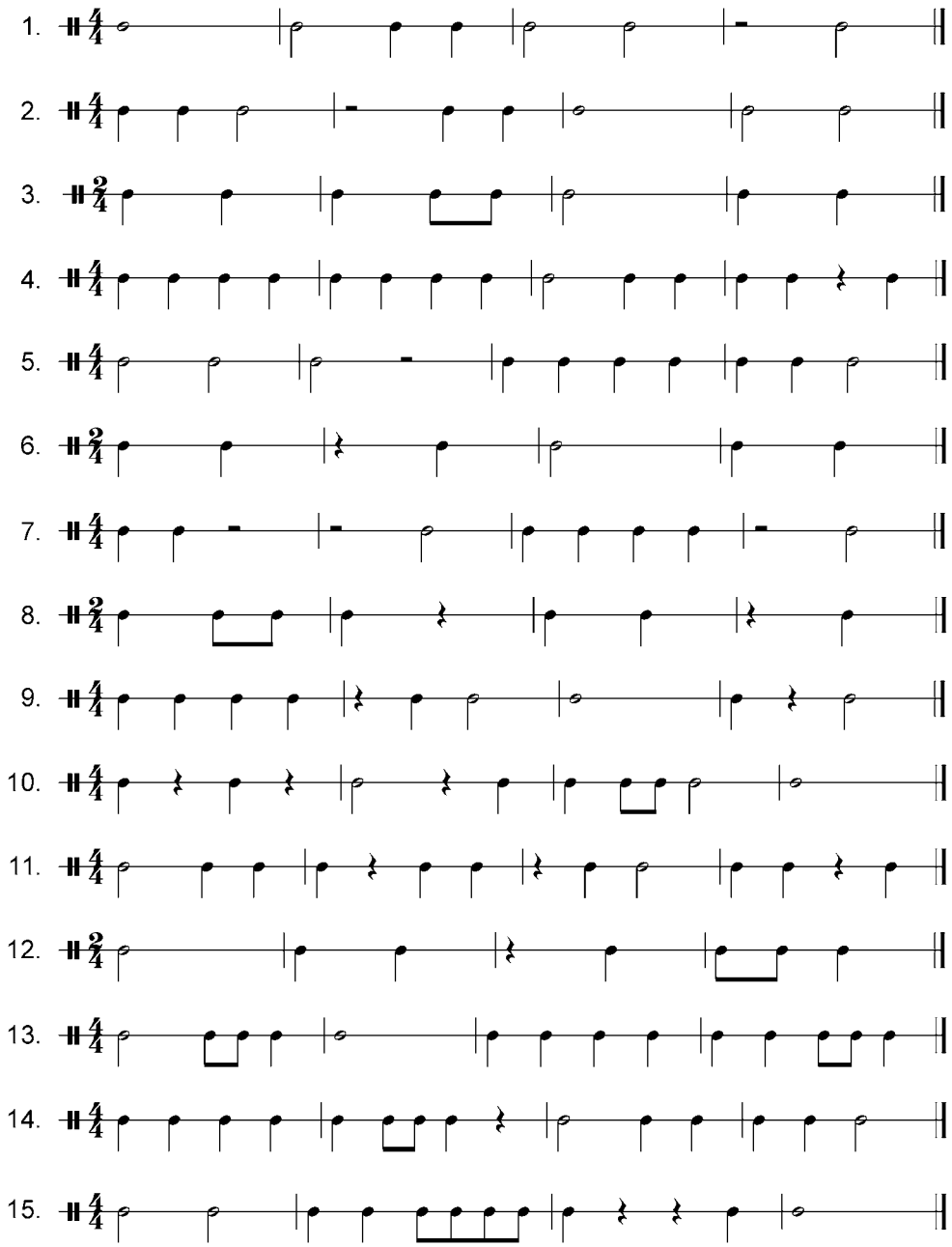
**LEVEL BASIC RHYTHM SHEET**



## 016 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

***Analytical Performance Assessment:***

| Rhythm Exercise | Assessment | |
|---|---|---|
| | **Incomplete** | **Complete** |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |
| No. | | |

| | |
|---|---|
| **Incomplete** | The rhythm was not attempted or not completed, or completed with more than two errors. |
| **Complete** | The rhythm was completed, having less than two errors in rhythmic accuracy, note accuracy, and consistent tempo, or without difficulty. |

***Assessor's Feedback:***

***Overall Performance Assessment:***

| 016 PC | PO Assessment | |
|---|---|---|
| | **Incomplete** | **Complete** |
| Demonstrate Rhythm Skills. | | |

| | |
|---|---|
| **Incomplete** | If less than six of the required ten exercises were assessed as complete then an overall result of "incomplete" shall be recorded. |
| **Complete** | If six or more of the exercises 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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**017 PC ASSESSMENT CHECKLIST —**
**SCALES**

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

***Analytical Performance Assessment:***

| Instrument | Scale | Assessment | |
|---|---|---|---|
| | | **Incomplete** | **Complete** |
| Flute | F major | | |
| Clarinet | G major | | |
| Oboe | Bb major | | |
| Bassoon | Bb major | | |
| Alto / Baritone Saxophone | G major | | |
| Trumpet / Tenor Saxophone | C major | | |
| French Horn | F major | | |
| Trombone / Euphonium | Bb major | | |
| Tuba | Bb major | | |
| Mallet Percussion | Bb major | | |

| | |
|---|---|
| **Incomplete** | The scale was played with a number of errors which may include: rhythmic accuracy, pitch and note accuracy, and maintaining a steady tempo. |
| **Complete** | The scale was played with no more than three errors which may include: rhythmic accuracy, pitch and note accuracy, and maintaining a steady tempo. |

Scale shall be played using all slurred or all tongued articulations. A steady tempo of no less than M.M. quarter note = 60 shall be maintained. The scale shall be played in quarter notes.

***Overall Performance Assessment:***

| 017 PC | PO Assessment | |
|---|---|---|
| | **Incomplete** | **Complete** |
| Play a scale. | | |

| | |
|---|---|
| **Incomplete** | If the scale was assessed as incomplete then an overall result of "incomplete" shall be recorded. |
| **Complete** | If the scale was assessed as complete then an overall result of "complete" shall be recorded. |

**Assessor's Name:** _____ **Position:** _____

**Assessor's Signature:** _____ **Date:** _____

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# PROFICIENCY LEVEL MUSIC INSTRUCTIONS

## PURPOSE

1. This annex outlines the list of pieces for the cadet to use in preparation for PO X19 (Perform Proficiency Level Music). Each instrument is assigned pieces in two categories. List A prep music pieces focus on musical expression List B prepared music pieces focus on instrumental and musical technique.

2. The List A for snare drum players consists of “street beats”. The “street beats” are located in Annex E.

3. Snare drum players and mallet percussion players have a List C. List C prepared music pieces focus on mallet percussion musical technique for snare drum players and snare drum musical technique for mallet percussion players.

4. Pieces may be substituted upon approval of the Region Cadet Music Advisor (RCMA).

## USE

5. All players are to choose one piece from List A, List B, and List C (when applicable). Snare drum players are required to prepare all the pieces listed in List A.

6. The cadet will be given the piece(s) of music to prepare for the assessment.

7. It is expected that the cadet will play the proficiency level music while respecting all tempo markings, articulations, and stylistic indications.

8. All pieces are found within the following publications from the Rubank Educational Library published by Hal Leonard Corporation:

   a. *Best in Class: Book One* series of method books,

   b. *Modern School for Xylophone Marimba Vibraphone*,

   c. *16 Studi Giornalieri di Perfezionamento*,

   d. *Rubank Elementary Method* series of method books,

   e. *Rubank Intermediate Method* series of method books,

   f. *Rubank Advanced Method Volume I* series of method books,

   g. *Rubank Advanced Method Volume II* series of method books, and

   h. *Rubank Concert and Contest Collection* series of method books.

9. Units conducting training and/or assessment related to PO X19 (Perform Proficiency Level Music) must have the applicable method book available for use by each cadet.

## EVALUATION

10. The cadet will be evaluated on performing music IAW Chapter 3.

## 019 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

| | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded Standard |
|---|---|---|---|---|
| **Rhythm** | 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. |
| **Pitch** | 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. |
| **Dynamics** | 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. |
| **Tempo** | 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. |

***Assessor's Feedback:***

| Check One | PO 019 Overall Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Incomplete** | | **Completed With Difficulty** | | **Completed Without Difficulty** | | **Exceeded Standard** | |
| **Overall Performance** | 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 BASIC 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 | 013 | Maintain a Primary Instrument | | |
| Rhythm and Aural Skills | 016 | Demonstrate Rhythm and Aural Skills | | |
| Technique | 017 | 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 | 015 | Apply Music Theory | | | | |
| Prepared Music | 019 | Perform Level Music | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Military Band – Music Proficiency Level Basic Qualification Achieved** | Yes | | **Assessor's Name & Rank** | **RCMA's Signature** | **Date:** |
| | No | | | | |