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

| EC/PC | Scope | Purpose | Target | Method | How | When | Resources | Limitations |
|---|---|---|---|---|---|---|---|---|
| ***PO 313 – Maintain a Primary Instrument*** | | | | | | | | |
| 313 PC | PO 313 | 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 315 – Apply Music Theory*** | | | | | | | | |
| 315 PC | PO 315 | 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 316 – Demonstrate Rhythm and Aural Skills*** | | | | | | | | |
| 316 PC | PO 316 | To assess the cadet's ability to demonstrate rhythm skills. | Skills | Performance Assessment | The cadet is asked to demonstrate rhythm and aural 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 317 – Play Scales and/or Rudiments*** | | | | | | | | |
| 317 PC | PO 317 | To assess the cadet's ability to play scales and/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. |
| ***PO 318 – Sight-Read Music*** | | | | | | | | |
| 318 PC | PO 318 | 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. |
| ***PO 319 – Perform Level Three Music*** | | | | | | | | |
| 319 PC | PO 319 | To assess the cadet's ability to perform Level Three music. | Skills | Performance Assessment | The cadet is asked to perform Level Three 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. |

## PO 313 W/B/P PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

***Analytical Performance Assessment:***

| Instrument Group | Maintenance Task | Assessment | |
|---|---|---|---|
| | | Incomplete | Complete |
| **Woodwinds** | Reset a popped spring. | | |
| **Brass** | Replace a water key cork. | | |
| **Percussion** | Replace a snare drum batter head. | | |
| | Tune snare drumhead. | | |

| | |
|---|---|
| **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:***

| PO 313W/B/P PC | PO 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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## 316 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

| Rhythm Skills | | | |
|---|---|---|---|
| **Rhythms** | **Result** | **Rhythm** | **Result** |
| No. | I/C | No. | I/C |
| No. | I/C | No. | I/C |
| No. | I/C | No. | I/C |
| No. | I/C | No. | I/C |
| No. | I/C | No. | I/C |
| **Incomplete** | The rhythm was not attempted or not completed, or completed with more than two errors. | | |
| **Complete** | The task was completed with difficulty, but having less than two errors in rhythmic accuracy, note accuracy, and consistent tempo, or without difficulty. | | |

| Interval Recognition | | | |
|---|---|---|---|
| **Interval** | **Result** | **Interval** | **Result** |
| 1. | I/C | 6. | I/C |
| 2. | I/C | 7. | I/C |
| 3. | I/C | 8. | I/C |
| 4. | I/C | 9. | I/C |
| 5. | I/C | 10. | I/C |
| **Incomplete** | The interval was identified incorrectly. | | |
| **Complete** | The interval was identified correctly. | | |

| Melodic Playback | | |
|---|---|---|
| **Incomplete** | The playback had 3 or more inconsistencies in rhythm or pitch. | I/C |
| **Complete** | The playback had no, or only minor, inconsistencies in rhythm or pitch. | |

***Assessor's Feedback:***

***Overall Performance Assessment:***

| 316 PC | PO Assessment | |
|---|---|---|
| | Incomplete | Completed |
| Demonstrate Rhythm and Aural Skills. | | |

| | |
|---|---|
| **Incomplete** | If less than six of the rhythm skills were assessed as complete or interval recognition or melodic playback were assessed as incomplete then an overall result of "incomplete" shall be recorded. |
| **Complete** | If six or more of the rhythm skills, the interval recognition, and the melodic playback 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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## 317 PC SCALE ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps/Sqn: _____

Instrument: _____

| Major Scale | Assessment | | Harmonic Minor Scale | Assessment | | Melodic Minor Scale | Assessment | |
|---|---|---|---|---|---|---|---|---|
| | I | C | | I | C | | I | C |
| 1. | | | 1. | | | 1. | | |
| 2. | | | 2. | | | 2. | | |
| 3. | | | 3. | | | 3. | | |
| 4. | | | 4. | | | 4. | | |
| 5. | | | 5. | | | 5. | | |
| 6. | | | 6. | | | 6. | | |
| 7. | | | 7. | | | 7. | | |
| | | | | Chromatic Scale | | | | |

| | |
|---|---|
| Woodwind and Brass | M.M. quarter note = 60 in quarter notes and articulations to include all slurred; all tongued; two tongued two slurred; two slurred two tongued. |
| Mallet Percussion | M.M. quarter note = 60 in quarter notes. |
| Snare Drum | M.M. quarter note = 72 in quarter notes. |

| | |
|---|---|
| **Incomplete** | The scale was played with more than two errors which may include rhythmic accuracy, note accuracy, and maintaining a steady tempo. |
| **Complete** | 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:***

| 317 PC | PO Assessment | |
|---|---|---|
| | **Incomplete** | **Complete** |
| Play scales. | | |

| | |
|---|---|
| **Incomplete** | If any scale was assessed as incomplete then an overall result of "incomplete" shall be recorded. |
| **Complete** | 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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## SCALE TRANSPOSITION CHART

| C Instruments | | | | |
|---|---|---|---|---|
| **Major** | | | **Minor** | |
| 1. | C | | 1. | A |
| 2. | F | | 2. | D |
| 3. | Bb | | 3. | G |
| 4. | Eb | | 4. | C |
| 5. | Ab | | 5. | F |
| 6. | Db | | 6. | Bb |
| 7. | G | | 9. | E |
| D Chromatic Scale | | | | |

| Bb Instruments | | | | |
|---|---|---|---|---|
| **Major** | | | **Minor** | |
| 1. | D | | 1. | B |
| 2. | G | | 2. | E |
| 3. | C | | 3. | A |
| 4. | F | | 4. | D |
| 5. | Bb | | 5. | G |
| 6. | Eb | | 6. | C |
| 7. | A | | 9. | F# |
| E Chromatic Scale | | | | |

| Eb Instruments | | | | |
|---|---|---|---|---|
| **Major** | | | **Minor** | |
| 1. | A | | 1. | F# |
| 2. | D | | 2. | B |
| 3. | G | | 3. | E |
| 4. | C | | 4. | A |
| 5. | F | | 5. | D |
| 6. | Bb | | 6. | G |
| 7. | E | | 9. | C# |
| B Chromatic Scale | | | | |

| F Instruments | | | | |
|---|---|---|---|---|
| **Major** | | | **Minor** | |
| 1. | G | | 1. | E |
| 2. | C | | 2. | A |
| 3. | F | | 3. | D |
| 4. | Bb | | 4. | G |
| 5. | Eb | | 5. | C |
| 6. | Ab | | 6. | F |
| 7. | D | | 9. | B |
| A Chromatic Scale | | | | |

(Snare drum players are required to play scales 2–4)

## 318 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** |
| **Rhythm** | 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. |
| **Tempo** | Steady tempo was not achieved. | Steady tempo achieved with some lapses. | Tempo was steady with only minor lapses. | Tempo was highly consistent. |
| **Pitch** | Pitch was highly inaccurate. | Pitch was accurate with some lapses. | Pitch was accurate with minor lapses. | Pitch was highly accurate. |
| **Musical Flow** | 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 318 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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## 319 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 controlled in extreme dynamics. | Dynamics are obvious, consistent and accurate; dynamic control is well mastered. |
| **Articulations** | Articulations are not followed as marked in music; inconsistent and inappropriate. | Attacks are not secure; markings are not followed; some inconsistencies and inappropriate note lengths. | Attacks are usually secure; markings are usually followed; accurate and reasonable clear articulations. | Secure attacks; markings are all performed accurately. |
| **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. |
| **Phrasing** | Phrasing was not observed; major hesitations; inability to recover. | Phrasing is rarely consistent; minor hesitations or stops; can recover from stumbles. | Phrasing is usually consistent; generally good continuity; occasion minor hesitations. | Phrasing is always consistent; excellent flow; cohesive and well executed performance. |

| | Incomplete | Completed With Difficulty | Completed Without Difficulty | Exceeded Standard |
|---|---|---|---|---|
| **Tone Quality** | Wind Instruments: tone is often not focused or centred tone may be airy.<br><br>Percussion: sound is often inconsistent; rolls are always uneven. | Wind Instruments: tone is usually focused and centred and may be uncontrolled in extreme registers.<br><br>Percussion: sound is usually constant; rolls are often uneven. | Wind Instruments: tone is focused and centred except in more difficult passages or extreme registers.<br><br>Percussion: sound is consistent; rolls are even and consistent. | Wind Instruments: tone is well focused, very clear and well centred in all registers.<br><br>Percussion: sound is excellent; consistency is always achieved. |

***Assessor's Feedback:***

| Check One | PO 319 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 THREE 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 | 313 | Maintain a Primary Instrument | | |
| Rhythm and Aural Skills | 316 | Demonstrate Rhythm and Aural Skills | | |
| Technique | 317 | 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 | 315 | Apply Music Theory | | | | |
| Sight-Reading | 318 | Sight-Read Music | | | | |
| Prepared Music | 319 | Perform Level Music | | | | |

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