

MBSS Music
Responding to Music: Valuing Musical
Experience
Student Self-Assessment

A. Practice: [Making Music: Musical Language and Performance Skills]

This section refers to the first 10 minutes of class time and when you simply must look at your part outside of class time.

1. Always (or really close to it)

I consistently look over my part and circle or identify problem sections so that I arrive at class prepared and ready for the first 10 minutes of class time. As a result, I always have questions about how to play my part better than I ask members of my section or Mr. Perry. I always make time to look at my part outside of class time.

2. **Pretty Good**

I often look over my part and circle or identify problem sections. I arrive at class prepared and ready for the first 10 minutes of class time because I usually circle problem sections. As a result, I often have questions about how to play my part better, but I do not always ask members of my section or Mr. Perry to help with the solution if I cannot solve it myself. I have looked at my part outside of class time, but it is something I am not yet consistent with.

3. **On My Way**

I take my time at the beginning of class and get to my seat after I have caught up with all of my friends. Once I am settled, there may only be a few minutes of in-class practice time left. I look over my part and although I feel prepared I have to admit that I often arrive at class not knowing my part and I am not sure what to look at as I haven't circled anything that would help remind me of what needs my attention. I rarely ask questions about problem sections to make my playing any better. I do not look at my part outside of class time.)

4. **Inconsistently**

I take my time at the beginning of class and get to my seat after I have caught up with all of my friends. When I finally get there, there isn't any time left to look at my part, and I find myself back in the same position as I was in last class feeling that I am behind and that I end up having to avoid certain sections of the music as they feel beyond me at this time. I want to make my part better, but I must admit that I usually rely on the other members of my section to help me out. I don't ask questions about my music, as my effort is pretty minimal. The only time I have ever considered bringing my instrument home is just before any playing tests, but somehow that never seems to work out as I planned. If I ask a question, which is rare, it is only during class time to one of my friends.

B. Attention to Conductor: [Connecting to Music: Music in Context, Creating Music: Creative Expression in Music and Making Music: Music Language and Performance Skills]

This section refers to your “visual attention” while Mr. Perry is on the podium working with individuals, a particular section or the ensemble as a whole.

1. Always (or really close to it)

During class time I am consistently focused on Mr. Perry and I always use my pencil to mark my part where appropriate as he guides us throughout the rehearsal. I do not talk unnecessarily to the people around me and I am always acting in a positive manner as a contributing member of the band team. Because of my focus, I do not miss any of his musical cues from the podium when he is directing or any of his instructions when he is addressing my section or the class.

2. Pretty Good

During class time I am most often focused on Mr. Perry and I often use my pencil to mark my part where appropriate as he guides us. I am often acting in a positive manner as a contributing member of the band team, but I do talk occasionally to the people around me, and I sometimes miss his musical cues from the podium when he is directing and some of his instructions when he is addressing my section or the class.

3. On My Way

During class time I am most often focused on Mr. Perry and I have used my pencil to mark my part where appropriate as he guides us, but I sometimes don't have a pencil, so I tell myself that I will remember, and I usually forget by next class, because I did not write it down. I am usually act in a positive manner as a contributing member of the band team, but I do get distracted by my friends and talk to them even though they may not even be in my section. Because I get distracted, I miss his musical cues from the podium when he is directing and some of his instructions when he is addressing my section or the class.

4. Inconsistently

During class time I am not often focused on the Mr. Perry and I use someone else's pencil to mark my part when he personally reminds me. People in my section mark their parts more then I do. I talk unnecessarily to the people around me and I have often been reminded by Mr. Perry to focus on the lesson and to act in a positive manner as a contributing member of the band team. I might have even been asked by Mr. Perry to leave the band room because of my distracting behaviour.

C. Active Listening: [Making Music: Music Language and Performance Skills and Creating Music: Creative Expression in Music]

This section refers to how you use your ears while Mr. Perry is on the podium working with individuals, a particular section or the ensemble as a whole.

1. Always (or really close to it)

I am always focused on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is consistent within my section and with the ensemble. When I notice any discrepancies with my playing, I make note of it with my pencil and ask questions during class or seek out advice on my own time. I am always on top of the key signature and I check out the fingerings of notes that I do not know. If there is a rhythm in my part that I do not understand I do everything I can to master it as quickly as possible, and I do not hesitate to ask for help from my section or Mr. Perry if I cannot get it on my own. When I have rests in my music I am following along and count with my section “Team Count,” to ensure that I know where I am at all times and when to come back in.

2. Pretty Good

I am most often focused on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is often together with my section and with the ensemble. If I notice any discrepancies with my playing, I often make note of it with my pencil and ask questions sometimes during class or sometimes seek out advice on my own time. I am always on top of the key signature, but I make some mistakes and forget occasionally. I check out the fingerings of notes that I do not know. If there is a rhythm in my part that I do not understand I do everything I can to master it as quickly as possible, but I sometimes get frustrated and I am hesitant to ask for help. When I have rests in my music I am often follow along and count with my section “Team Count,” to ensure that I know where I am most of the time and when to come back in.

3. On My Way

I occasionally focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is somewhat together with my section and with the ensemble. If I notice any discrepancies with my playing, I occasionally make note of it with my pencil (when I have it) and ask questions occasionally during class or occasionally seek out advice on my own time. I know what a key signature is, but I sometimes forget to check it or mark it down. I check out the fingerings of notes that I do not know or I simply guess. If there is a rhythm in my part that I do not understand I try master it, but I sometimes get frustrated and I skip that part when we get there. That said, I will ask for help, I am just not consistent in writing it down so that I remember and I find myself having the same problems next class. When I have rests in my music I occasionally follow along and count with my section, to ensure that I know where I am most of the time and I sometimes have to guess when to come back in.

4. Inconsistently

I inconsistently focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics. My performance is not always together with my section and with the ensemble. If I notice any discrepancies with my playing, I rarely make note of it with my pencil (when I have it). I don't usually ask questions during class, but occasionally seek out advice on my own time. I think I know what a key signature is, but to be honest I am not sure. I skip notes that I do not

know or I simply guess... that also applies to rhythms. I either skip a rhythm that I do not know, or I guess by playing something that sort of sounds like everyone else. I rarely ask for help. When I have, I am not consistent in writing it down so that I remember and I find myself having the same problems class after class. When I have rests in my music I don't really follow along that well and rarely "Team Count" with my section.

D. General Playing: [Creating Music: Creative Expression, Making Music: Music Language and Performance Skills]

This section refers to how you physically make music while Mr. Perry is on the podium working with individuals, a particular section or the ensemble as a whole.

1. Always (or really close to it)

I play my instrument to the best of my ability. I do my best to make the most beautiful and characteristic sounds I can. I set goals for my playing and I consistently do everything that I can to achieve these goals and to keep my playing at its best. I always consider my playing to be a positive and pleasant contribution to the sound of our band. I do everything I can to keep my instrument in top shape and I would not hesitate to have it looked at by Mr. Perry if I was having problems. If I am a reed player, I only play on excellent reeds and I have a back up ready to go in my case.

2. Pretty Good

I strive to play my instrument to the best of my ability. I do my best to make the most beautiful and characteristic sounds I can, but I notice that I have had moments where I do not sound quite like everyone in my section. I set goals for my playing and I often do what I can to achieve these goals and to keep my playing at its best. I often consider my playing to be a positive and pleasant contribution to the sound of our band. I do what I can to keep my instrument in top shape and I would not hesitate to have it looked at by Mr. Perry if I was having problems. If I am a reed player, I only play on excellent reeds but I do not always have a backup ready to go in my case.

3. On My Way

I strive to play my instrument fairly well as a moderate effort permits. I have set goals for my playing and I do what I can to achieve these goals and to keep my playing at its best, but something seems to get in the way and I never really reach them. I consider my playing to be a positive and pleasant contribution to the sound of our band, but I notice that I do not seem to fit with my section; it could be that I am lost in my music or that I am simply out of tune or that I'm playing wrong notes. I do what I can to keep my

instrument in top shape and I have hesitated to have it looked at by Mr. Perry as it takes too much time and he is often busy with other students. If I am a reed player, I start the year on an excellent reed, but I do not have a backup ready to go in my case. Often I see that my reeds are not in the best condition, but playing on a cracked or chipped reed is easier than the hassle of starting a new reed.

4. Inconsistently

I am all over the map in the playing of my instrument to the best of my ability. I do not set goals for my playing. My inconsistent playing is not always a positive and pleasant contribution to the sound of our band, most likely because I am lost or my instrument doesn't play well and I keep forgetting to get it looked at by Mr. Perry. I notice that I do not fit with my section. It is most likely due to the fact that I am lost in my music or that I am simply out of tune or playing wrong notes. Often I see that my reeds are not in the best condition, but playing on a cracked or chipped reed is so much easier than the hassle of starting a new reed or asking for one.

E. Contribution to Ensemble: [Responding to Music: Valuing Musical Experience]

This section refers to how you perceive your band experience.

1. Foundation of the Program

I do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble – before, during and after class. I always bring the required material to class (Pencil, Music, Method Book, Instrument, Mutes, Reeds and Questions from my practice). I approach class-time with a positive outlook and, it could easily be said that I demonstrate interest, curiosity and engagement during class time. I analyze during class time and compare our progress to each class that has come before and I try to hear the progress within: myself, my section and the ensemble as a whole. I consistently consider my learning through this “self-assessment” document and I give it a considerable amount of attention so that it accurately reflects my learning in performing, creating and experiencing music.

2. Solid

I do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble – before, during and after class. I always bring the required material to class (Pencil, Music, Method Book, Instrument, Mutes, Reeds and Questions from my practice). I mostly approach class-time with a positive outlook and, it could be said that I have demonstrated interest, curiosity and engagement during class time. I have analyzed during class time and compared our progress

to each class that has come before and I try to hear the progress within: myself, my section and the ensemble as a whole, but I don't do this consistently. I usually ponder my learning through this "self-assessment" document and I give it a considerable amount of attention so that it accurately reflects my learning in performing, creating and experiencing music, but I have missed a deadline once in a blue moon.

3. On My Way

I mostly come to class as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble, but this only applies to class time, as I am not always "in the moment" outside of class time. I mostly bring the required material to class (Pencil, Music, Method Book, Instrument, Mutes, Reeds and Questions from my practice). I approach class-time with a fairly positive outlook and, you might say that I could demonstrate interest, curiosity and engagement during class time, but you'd have to look for it. I have analyzed during class time and compared our progress to each class that has come before every now and then, and I try to hear the progress within: myself, my section and the ensemble as a whole, but I don't do this anywhere as much as I should. I consider my learning through this "self-assessment" document, but I miss one or two a year, so it is not totally accurate. When I do it, I give it some attention, but it does not always accurately reflect my learning in performing, creating and experiencing music.

5. The Bare Minimum

I inconsistently come to class as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble. I am rarely "in the band moment" outside of class time. I mostly bring the required material to class (Pencil, Music, Method Book, Instrument, Mutes, Reeds and Questions from my practice). I approach class-time with an okay outlook, but every now and then, I don't focus and waste class time. You might say that I could demonstrate interest, curiosity and engagement during class time, but you'd really have to stretch to see it. I have not really thought about our progress and I don't really try to hear the progress within: myself, my section and the ensemble as a whole. I ponder my learning through this "self-assessment" document, but I miss one or two a year, and they are not really that accurate as I am really only focused on the word count at the bottom of my screen and write anything I can think of to make it to 300. When I do a "self-assessment," it does not accurately reflect my learning in performing, creating and experiencing music.