Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instrument:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Score** | **Skills** | **Superior – Excellent**  **4-5 points** | **Good – Average**  **2-3 points** | **Needs Improvement**  **1 point** |
|  | Pitch Accuracy  (not scored for percussion, except timpani and mallets) | Notes were performed with accuracy with no mistakes. Mistakes do not detract from music. | Occasional note is missed, due to key signature or accidental. | Several errors occur. Little or no attention given to accidentals or key signatures. |
|  | Rhythmic Accuracy | Strong sense of pulse. All rhythms performed accurately. Secure pulse with minor rhythmic problems | Basic sense of pulse. Some rhythms are incorrect. | There were several rhythmic inaccuracies and/or tempo inconsistencies. |
|  | Intonation  (not scored for percussion) | Consistent and accurate intonation throughout with few or no pitch problems. | Some errors with intonation in some ranges and dynamics, but mostly accurate and consistent. | Out of tune much of the time. |
|  | Articulation and Style | Articulations were always or mostly performed with accuracy. Playing style was appropriate to the music. | Some articulations were incorrect. There were occasional lapses in musical style. | Little or no attention was given to articulations or consideration of musical style. |
|  | Phrasing/Breathing | You are taking tall, deep breaths in the correct places and releasing your phrases correctly. | Most of the time you are getting tall, deep breaths, and are fairly consistent with your phrasing and releases. | Your breathing is inconsistent and shallow, and/or you are not breathing or releasing your phrases in the correct places. |
|  | Tone Quality | Tone is excellent in most or all ranges. Great use and air, volume and consistency in tone | Tone is developing and generally consistent, though tends to thin out in places. | Sound not developed. Keep working towards more volume and consistency in tone |
|  | Dynamics | All or most of the dynamic markings are observed and there is artistic, clear distinguishable difference during the crescendos and decrescendos. | Some of the dynamic markings are observed and there is some distinguishable between different markings and during difference during some the crescendos and decrescendos. | There was little or no attention to dynamics. |
| Total: |  |  |  |  |