

## Section 6

### Rubrics, Evaluations, Checklists



Band saw

<p style="text-align: center;"><b>Grade 9</b></p> <p><b>Scales (Bb, Eb, F, G, C, D) Major +chrom.</b>  <b>Lip Slurs – 80 BPM</b>  <b>Percussion – scales + single stroke 7, double roll open, paradiddle, flam accent</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> <th style="text-align: center;">Rudiment</th> </tr> </thead> <tbody> <tr> <td>Fluidity</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> <tr> <td>Arpeggio</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> <tr> <td>Thirds</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> </tbody> </table> <hr/> <p><b>Breathing/Posture</b>  Inhale HOME from diaphragm &amp; exhale correct volume and velocity for different dynamics. Long Tones/Tonguing</p> <p style="text-align: center;">A B C</p> <hr/> <p><b>Rhythm</b>  Tap subdivision &amp; accent written rhythms from musical excerpts <b>OR</b> count (in time) rhythms from musical excerpts</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> </tbody> </table>		#1	#2	Rudiment	Fluidity	A B C	A B C	A B C	Arpeggio	A B C	A B C		Thirds	A B C	A B C		#1	#2	A B C	A B C	<p style="text-align: center;"><b>Grade 10</b></p> <p><b>Scales (Gr. 9 + Ab, Db, A, E) Major</b>  <b>Lip Slurs – 100 BPM</b>  <b>Percussion – scales + double paradiddle, flam tap, single flamed mill</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> <th style="text-align: center;">Rudiment</th> </tr> </thead> <tbody> <tr> <td>Fluidity</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> <tr> <td>Arpeggio</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> <tr> <td>Thirds</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> </tbody> </table> <hr/> <p><b>Breathing/Posture</b>  Inhale HOME from diaphragm &amp; exhale correct volume and velocity for different dynamics. Long Tones/Tonguing</p> <p style="text-align: center;">A B C</p> <hr/> <p><b>Rhythm</b>  Tap subdivision &amp; accent written rhythms from musical excerpts <b>OR</b> count (in time) rhythms from musical excerpts</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> </tbody> </table>		#1	#2	Rudiment	Fluidity	A B C	A B C	A B C	Arpeggio	A B C	A B C		Thirds	A B C	A B C		#1	#2	A B C	A B C
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<p style="text-align: center;"><b>Grade 11</b></p> <p><b>Scales (Gr 9, 10 + Gb, B) Major</b>  <b>Lip Slurs – 120 BPM</b>  <b>Percussion – scales + swiss army triplet</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> <th style="text-align: center;">Rudiment</th> </tr> </thead> <tbody> <tr> <td>Fluidity</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> <tr> <td>Arpeggio</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> <tr> <td>Thirds</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> </tbody> </table> <hr/> <p><b>Breathing/Posture</b>  Inhale HOME from diaphragm &amp; exhale correct volume and velocity for different dynamics. Long Tones/Tonguing (T's &amp; D's in the scales)</p> <p style="text-align: center;">A B C</p> <hr/> <p><b>Rhythm</b>  Tap subdivision &amp; accent written rhythms from musical excerpts <b>OR</b> count (in time) rhythms from musical excerpts</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> </tbody> </table>		#1	#2	Rudiment	Fluidity	A B C	A B C	A B C	Arpeggio	A B C	A B C		Thirds	A B C	A B C		#1	#2	A B C	A B C	<p style="text-align: center;"><b>Grade 12</b></p> <p><b>Scales (Gr. 9, 10, 11 + Bbm, Cm, Am)</b>  <b>Lip Slurs – 150 BPM</b>  <b>Percussion – scales + all previous rudiments at 125 BPM</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> <th style="text-align: center;">Rudiment</th> </tr> </thead> <tbody> <tr> <td>Fluidity</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> <tr> <td>Arpeggio</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> <tr> <td>Thirds</td> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> <td></td> </tr> </tbody> </table> <hr/> <p><b>Breathing/Posture</b>  Inhale HOME from diaphragm &amp; exhale correct volume and velocity for different dynamics. Long Tones/Tonguing (T's &amp; D's in the scales)</p> <p style="text-align: center;">A B C</p> <hr/> <p><b>Rhythm</b>  Tap subdivision &amp; accent written rhythms from musical excerpts <b>OR</b> count (in time) rhythms from musical excerpts</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">#1</th> <th style="text-align: center;">#2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A B C</td> <td style="text-align: center;">A B C</td> </tr> </tbody> </table>		#1	#2	Rudiment	Fluidity	A B C	A B C	A B C	Arpeggio	A B C	A B C		Thirds	A B C	A B C		#1	#2	A B C	A B C
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Along with the above yearly skill update, everyone is required to come to lessons to check in to be assessed on the maintenance of these skills. These require that you are diligently practicing for 15-30 minutes each day.

#### Home Practicing requirements

Metronome/tuner

Listening to recordings of various instruments and ensembles

Working through some technical facility (scales, breath, tone, posture, rhythm)

Visualizing/Mimicking what you know as "quality sound"

Playing in small groups with friends (duets, trios, etc)

#### In-School rehearsing

tuner

Listening to recordings of various instruments and ensembles

Working through some technical facility (scales, breath, tone, posture, conducting, rhythm)

Visualizing/Mimicking what you know as "quality sound"

Playing in small groups with friends (duets, trios, etc) pitch

Leadership (delegating and listening to peers)

Balance/Blend

Name \_\_\_\_\_ Date \_\_\_\_\_

### Band Seating Rubric

#### Rhythm

- 4 Counts or says the rhythm precisely while clapping THE beat or tapping THE beat or conducts
- 3 Counts or says THE rhythm with a couple inaccuracies or starts and stops while tapping, clapping, or conducting
- 2 Has multiple starts and stops due to a lack of understanding the relationship of beat and the rhythm, but tries to count or say the rhythm while tapping, clapping, or conducting.
- 1 Can not coordinate THE beat and THE rhythm and has difficulty maintaining THE steady beat while articulating the rhythm

#### Scales

- 4 Plays ALL required scales and arpeggios accurately (correct pitches) and at he desired tempo without stopping
- 3 Plays ALL required scales and arpeggios with correct notes but has a couple starts and stops which changes the accuracy of the tempo
- 2 Plays ALL required scales and arpeggios with a significant incorrect notes
- 1 Does not play ALL required scales and arpeggios AND plays chosen scale incorrectly

#### Tone

- 4 Plays with a tone that is clear and correct for their instrument in ALL registers
- 3 Plays with a tone that in unfocused in extreme registers
- 2 Plays with a tone that is fuzzy in ALL registers
- 1 Plays with a tone that is not appropriate for their specific instrument

#### Breathing

- 4 Takes controlled deep breaths which signify a correct use of air support for tone and musicianship at ALL times
- 3 Takes controlled deep breath at the beginning of the music, but runs out of air between phrases. Does, however, replenish the correct deep breath
- 2 Takes controlled deep breath at the beginning of the music, but when the air runs out, a replenished breath is not taken.
- 1 Does not take a controlled deep breath and has no understanding of its use and importance.

#### Posture

- 4 Sets up body and instrument for correct breathing and playing and is maintained throughout performance
- 3 Sets up body and instrument initially but breaks as piece is being performed
- 2 Sets up body OR instrument correctly and maintains throughout performance
- 1 Does not set up body OR instrument to correctly and accurately perform music

#### Musicianship

- 4 Plays the excerpt with all notated dynamics and musical markings as well as shows a deep understanding of music by creating and adding their own appropriate musical phrases
- 3 Plays the excerpt with most of the notated dynamics and musical markings while exaggerating a few marking to show understanding
- 2 Plays the excerpt with few notated and musical markings of which none are exaggerated
- 1 Demonstrates a limited understanding of dynamics, phrasing, and other musical markings

## Jazz Ensemble Audition Rubric

NAME:

INSTRUMENT:

### Rhythm

- 4 Keeps strong rhythm (keeping in mind the style of the piece) with the rhythm section
- 3 Rhythm has a FEW inaccuracies causing a different tempo than the rhythm section
- 2 Rhythm is FAR from accurate and the melody does not line up with the chord changes

### Musicianship (Includes swing/groove, dynamics, COMPING, style, etc)

- 4 Plays with strong musicianship which demonstrates the student does much outside listening
- 3 Plays with some musicianship which demonstrates the students absorb taught information, but does not do much outside listening.
- 2 Has a limited sense of musicianship and outside listening which holds the student from further progress

### Improvisation

- 4 Student "swings" in the style of the music and has a comfort and working knowledge of moving around chord changes while creating a spontaneous composed composition (form)
- 3 Student tries to "swing" in the style of the music and plays some notes from the scale indicated. This student may also get lost in the chord changes.
- 2 Student does not swing, chooses notes at random, and gets lost in chord changes which makes the form confusing.

### Sight Reading

- 4 Student has good reading skills (applying the notes to the rhythms at sight), while adding musicianship.
- 3 Student has good reading skill, but starts and stops at times to correct mistakes
- 2 Student show a difficult time at getting past a difficult passage

Must get 12 or better to be considered for these ensembles

## Wind Ensemble Audition Rubric

NAME:

INSTRUMENT:

### Rhythm

- 4 Plays with an accurate rhythm that is connected to THE steady beat
- 3 Plays with rhythm that sometimes breaks from THE steady beat
- 2 Plays with rhythm that has a different relationship the THE steady beat

### Tone

- 4 Plays with a tone that is clear and correct for their instrument in ALL registers
- 3 Plays with a tone that is unfocused in extreme registers
- 2 Plays with a tone that is fuzzy in ALL registers

### Musicianship (Includes breathing, phrasing, dynamics, posture, etc)

- 4 Plays the excerpts with all notated markings as well as shows a deep understanding of music by creating appropriate musical phrases on their own
- 3 Plays the excerpt with most of the musical markings and demonstrates an understanding of them. (some markings are exaggerated, others are not)
- 2 Demonstrates a limited understanding of applying musical concepts

### Sight Reading

- 4 Sight reads with strong rhythm, beat, and adds musicianship on sight
- 3 Sight reads the correct pitches and rhythms with minor inaccuracies
- 2 Starts and stops during the reading process with hinders spontaneous creating

Must get a 325 or higher to be considered for these ensembles

## Wind Ensemble Audition Rubric

NAME:

INSTRUMENT:

### Rhythm

- 4 Plays with an accurate rhythm that is connected to THE steady beat
- 3 Plays with rhythm that sometimes breaks from THE steady beat
- 2 Plays with rhythm that has a different relationship the THE steady beat

### Tone

- 4 Plays with a tone that is clear and correct for their instrument in ALL registers
- 3 Plays with a tone that is unfocused in extreme registers
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<p><b>Motion</b></p> <p>Balance (within sections and among sections) 25 pt</p> <p>Shape 25 pts</p> <p>Pitch 25 pts</p> <p>Expression (entrances, attacks, etc) 25 pts</p> <p style="text-align: center;"><b>Personal Grade</b></p> <p style="text-align: center;">A A- B+ B B- C+ C C-</p>	<p><b>Motion</b></p> <p>Balance (within sections and among sections) 25 pt</p> <p>Shape 25 pts</p> <p>Pitch 25 pts</p> <p>Expression (entrances, attacks, etc) 25 pts</p> <p style="text-align: center;"><b>Ensemble Grade</b></p> <p style="text-align: center;">A A- B+ B B- C+ C C-</p>
<p><b>Band of Brothers</b></p> <p>Balance (within sections and among sections) 25 pt</p> <p>Shape 25 pts</p> <p>Pitch 25 pts</p> <p>Expression (entrances, attacks, etc) 25 pts</p> <p style="text-align: center;"><b>Personal Grade</b></p> <p style="text-align: center;">A A- B+ B B- C+ C C-</p>	<p><b>Band of Brothers</b></p> <p>Balance (within sections and among sections) 25 pt</p> <p>Shape 25 pts</p> <p>Pitch 25 pts</p> <p>Expression (entrances, attacks, etc) 25 pts</p> <p style="text-align: center;"><b>Ensemble Grade</b></p> <p style="text-align: center;">A A- B+ B B- C+ C C-</p>

Please rate your personal OVERALL Performance (listening, pitch, rhythms, etc)

A+ A A- B+ B B- C+ C C- D F