

Name:

Instrument:

Date:

**High School Band Percussion Performance Rubric: Pre/Post Test**

Assessment Category	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Technique	Performs all sticking, rolls, flams, as written with accuracy.	Performs with very few sticking mistakes.	Performs with several sticking mistakes	Performs with incorrect sticking, rolls, or inconsistency
Rhythmic Accuracy	Performs all rhythms as written.	Performs with very few rhythmic mistakes.	Performs with several rhythmic mistakes.	Performs with many incorrect rhythms.
Playing Position	Excellent stick control, posture, and body position	Acceptable stick control and posture	Poor stick control and posture	Sticks and body lack coordination
Musicality and Style	Performs in a musically appropriate style.	Performs in a musically appropriate style most of the time.	Performs in a musically appropriate style some of the time.	Does not perform in a musically appropriate style.
Dynamics	Performs all dynamic marking correctly	Dynamics lack interpretation	Some missed dynamic markings	Disregards dynamic markings
Articulation	Performs all articulation markings accurately.	Performs most articulation markings accurately.	Performs some articulation markings accurately.	Not accurately performing articulation markings.
Phrasing	Consistently performs phrases with proper dynamics	Performs most phrases with proper dynamics	Performs phrases with inconsistent dynamics	Performs phrases with little evidence of dynamics
Ability to read parts	Performs with excellence when playing various percussion parts	Performs various percussion parts with few mistakes	Performs with inconsistency when reading parts	Cannot perform various rhythm parts
Rudiments	Performs with accurate rhythm, in time and correct sticking.	Performs with accurate rhythm, in time, but lacks sticking accuracy.	Performs with some errors in rhythm and sticking	Performs with many errors in rhythm and sticking
Tempo	Performs at best possible speed without deviation.	Performs at steady speed, but faster or slower than indicated.	Tempo is not always steady	Starts and stops many times

**Total Score:    /40****Comments:**

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### **Illinois Fine Arts Music Standards:**

(See attached chart)

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, context for performance, and understanding of their own musicianship influence the selection of repertoire. Essential Question: How do performers select, analyze, and interpret musical works?

Introductory HS Levels MU:Pr4.1.I

Intermediate HS Levels MU:Pr4.1.II

Advanced HS Levels MU:Pr4.1.III

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical idea, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their performance?

Introductory HS Levels MU:Pr5.1.I

Intermediate HS Levels MU:Pr5.1.II

Advanced HS Levels MU:Pr5.1.III

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Questions: (a) How do musicians improve the quality of their performance? (b) How do context and the manner in which musical work is presented influence audience response?

Introductory HS Levels MU:Pr6.1.I

Intermediate HS Levels MU:Pr6.1.II

Advanced HS Levels MU:Pr6.1.III

**Total Score:    /40**

**Comments:**