

Name:

Instrument:

Date:

High School Band Wind Instrument Performance Rubric: Pre/Post Test

Assessment Category	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Note Accuracy	Performs all notes as written.	Performs with very few note mistakes.	Performs with several note mistakes.	Performs with many incorrect notes.
Rhythmic Accuracy	Performs all rhythms as written.	Performs with very few rhythmic mistakes.	Performs with several rhythmic mistakes.	Performs with many incorrect rhythms.
Tone Quality	Performs with a full, mature sound.	Performs with a characteristic tone quality.	Approaches a characteristic tone quality.	Performs with an uncharacteristic tone quality
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.
Intonation	Performs all notes in tune.	Performs most notes in tune.	Performs some notes in tune.	Performs consistently out of tune.
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 and breath control.	Performs most phrases with proper dynamics and breath control.	Performs phrases with inconsistent dynamics and breath control.	Performs phrases with little evidence of dynamics or breath control.
Playing Position	Performs with excellent head, body, hand, and feet placement.	Performs with acceptable head, body, hand, and feet placement.	Performs with inconsistent head, body, hand, and feet placement.	Performs with incorrect head, body, hand, and feet placement.
Scales	Performs with accurate notes and rhythm, in time and up to speed.	Performs with accurate notes and rhythm, in time, but slower.	Performs with some errors in notes, rhythm, time, or tempo.	Performs with many errors in notes, rhythm, time, or tempo.
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: