

# Mesa State College Winds Performance Rubric

Name \_\_\_\_\_ Instrument \_\_\_\_\_ Fall Spring 200\_\_ Degree: Performance MUED LA

Repertoire: \_\_\_\_\_ Repertoire Level: Lower Division Upper Division

Entrance Audition Soph Review	Jury Senior Recital	<b>Unacceptable performance</b>	<b>Remediation suggested</b>	<b>Acceptable performance</b>	<b>Exemplary performance</b>
<p><b>Tone</b> characteristic sound; consistency of sound throughout registers and dynamics; use of vibrato; mechanics of tone production</p> <p><b>Points:</b></p>		<p>Basic tonal quality not present. Consistently thin, unfocused or forced. Tone production not controlled and inconsistent throughout registers and dynamics.</p> <p style="text-align: center;"><b>1 2</b></p>	<p>Basic tone production developed, however inconsistent in extreme registers and dynamics. Use of vibrato (if existent or appropriate) very rudimentary.</p> <p style="text-align: center;"><b>3 4 5</b></p>	<p>Characteristic tone most of the time. Tone production is somewhat limited by range and dynamic level. Vibrato is developed at a very basic level (if appropriate).</p> <p style="text-align: center;"><b>6 7 8</b></p>	<p>Open, focused and full resonant tone throughout all registers and dynamics mechanics of sound highly developed Use of vibrato highly developed (if appropriate).</p> <p style="text-align: center;"><b>9 10</b></p>
<p><b>Rhythm</b> accuracy, stability, appropriate choice of tempi, precise subdivision during long note durations, ties and rests</p> <p><b>Points:</b></p>		<p>Numerous rhythmic inaccuracies and generally unstable throughout performance. Inappropriate choice of tempo. Inaccurate and imprecise subdivision during long notes ties and rests. Pulse lacks steadiness.</p> <p style="text-align: center;"><b>1 2</b></p>	<p>Inconsistent performance of rhythmic patterns. Subdivision during long notes ties and rests somewhat accurate. Choice of tempo generally appropriate and somewhat stable.</p> <p style="text-align: center;"><b>3 4 5</b></p>	<p>Errors infrequent or corrected quickly. Appropriate choice of tempi and rhythmically stable throughout performance. Generally precise throughout long note durations, ties and rests.</p> <p style="text-align: center;"><b>6 7 8</b></p>	<p>Outstanding rhythmic precision throughout performance. All rhythmic figurations stable and performed with high level of accuracy. Appropriate choice of tempi and very precise rhythmically throughout long note durations, ties and rests.</p> <p style="text-align: center;"><b>9 10</b></p>
<p><b>Technique</b> pitch accuracy; efficient and fluent coordination of mechanical elements; proper execution of articulation</p> <p><b>Points:</b></p>		<p>Technical passages are inaccurate. Articulations are mostly incorrect. Mechanics of articulation and pitch production are extremely labored and inefficient. Dexterity, facility, and flexibility are generally lacking.</p> <p style="text-align: center;"><b>1 2</b></p>	<p>Some technical facility is in evidence, but technical passages are not executed with precision; performance is inconsistent. Articulation lacks clarity and/or is not consistent.</p> <p style="text-align: center;"><b>3 4 5</b></p>	<p>Occasional weaknesses in technical passages. Demonstrates understanding of articulations. Dexterity, facility, and flexibility are generally good.</p> <p style="text-align: center;"><b>6 7 8</b></p>	<p>Exceptionally accurate technical performance. Articulation is extreme consistent and well-executed. Performance reflects ease, efficiency and refinement due to coordination of the mechanical elements of playing.</p> <p style="text-align: center;"><b>9 10</b></p>
<p><b>Intonation</b> consistency throughout the registral and dynamic spectrum; control; ability to make corrections</p> <p><b>Points:</b></p>		<p>Significant intonation problems present. Undeveloped listening skills. Insensitive to factors of intonation. Inability to make corrections.</p> <p style="text-align: center;"><b>1 2</b></p>	<p>Performance displays intonation accuracy most of the time, but is marked by out of tune pitches. Evidence of listening skills present, but needs significant growth and development.</p> <p style="text-align: center;"><b>3 4 5</b></p>	<p>Consistent and accurate performance with minor intonation problems. Demonstrates well-developed listening skills. Able to adjust pitch most of the time.</p> <p style="text-align: center;"><b>6 7 8</b></p>	<p>In tune across the registral and dynamic spectrum. Listening skills are excellent. Understands intonation tendencies of instrument and is able to make instantaneous corrections.</p> <p style="text-align: center;"><b>9 10</b></p>
<p><b>Musicianship</b> dynamics; phrase shape; stylistic elements; musical sensitivity; use of tone color; use of rubato; attention to musical detail</p> <p><b>Points:</b></p>		<p>Performance lacks stylistic elements. Phrases lack shape and direction. Ineffective dynamics or complete absence of contrast. Rigid, mechanical, and/or non-musical performance displays lack of musical sensitivity. Musical details are ignored.</p> <p style="text-align: center;"><b>1 2</b></p>	<p>Some evidence of phrase shape and direction, but style is often rigid and mechanical. Inconsistent use of dynamics. Awkward use of rubato, ritardando, and accelerando. Some attention to musical detail is observed.</p> <p style="text-align: center;"><b>3 4 5</b></p>	<p>Phrase shape and direction are clearly present. Effective use of dynamics. Successful interpretation evident in most passages. Sensitivity to musical details is reflected in the performance, but is not always successful or effective.</p> <p style="text-align: center;"><b>6 7 8</b></p>	<p>Performance is exceptionally musical. All passages reflect shape and direction. Dynamic range is outstanding. Attention to musical detail demonstrates understanding and creativity. Interpretation reflects exceptional sensitivity and stylistic accuracy.</p> <p style="text-align: center;"><b>9 10</b></p>
<p><b>Total Points</b></p> <p>43-50=A 32-42=B 16-31=C 11-15=D 10 or below=F Grade, if applicable _____</p>		<p><b>Comments</b> (Use back also)</p> <p><b>Faculty Signature</b></p> <p><b>Date</b></p>		<p><b>Scales:</b></p> <p><b>Sight Reading:</b></p>	