

BAND PLAYER AUDITION SCORING RUBRIC

CRITERION B: SKILL DEVELOPMENT

Name _____

Instrument _____ Ensemble _____

| <u>Tone</u> | |
|-------------|---|
| 7/8 | tone quality is full, rich, and characteristic of the tone quality of the instrument in all registers |
| 5/6 | tone quality is characteristic in most registers, but distorts in a few passages (occasional lapses) |
| 3/4 | tone quality exhibits some flaws in production (i.e. slightly thin/unfocused or forced sound) |
| 2 | tone quality has several flaws in basic production (i.e. consistently thin/unfocused or forced sound) |
| 1 | tone production is of a quality that hinders the performance |

| <u>Intonation</u> | |
|-------------------|--|
| 7/8 | intonation is accurate in all ranges and registers |
| 5/6 | intonation is mostly accurate; the student adjusts the few problem pitches to an acceptable standard |
| 3/4 | intonation is somewhat accurate but consistently includes out-of-tune notes; the student adjusts these pitches with fair success |
| 2 | a basic sense of intonation is evident, yet major errors occur; the student makes little attempt to adjust problem pitches |
| 1 | intonation is consistently inaccurate and hinders the quality of performance |

| <u>Rhythm</u> | |
|---------------|---|
| 7/8 | rhythms are accurate and precise throughout the performance |
| 5/6 | rhythms are nearly accurate; occasionally, rhythms lack precise interpretation |
| 3/4 | most rhythm patterns are accurate, but errors in precision are present (approximation of written rhythms) |
| 2 | many rhythms performed incorrectly or inconsistently, major errors are present in the performance |
| 1 | rhythms are consistently performed incorrectly; clarity and precision are essentially nonexistent |

| <u>Musicality</u> | |
|-------------------|--|
| 7/8 | performance demonstrates full control of tempo, dynamics, phrasing, and expression in a dramatic performance consistent with the style of the prepared work |
| 5/6 | performance demonstrates good control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the solo; the range of expression may be somewhat limited, but rarely detracts from the performance |
| 3/4 | performance demonstrates basic control of tempo, dynamics, phrasing, and expression; basic attempts at dramatic performance and basic knowledge of style are evident; limited/inconsistent range of expression prevails |
| 2 | major errors in control of tempo, dynamics, phrasing, and expression are present; the student demonstrates little attempt at dramatic performance; many stylistic inconsistencies are present |
| 1 | lack of control of tempo, dynamics, phrasing, and expression hinders the performance; attempts at dramatic and/or stylistically correct performance are unsuccessful or nonexistent |

(cont.)

| Technique | |
|------------------|--|
| 7/8 | performance demonstrates complete mastery of the technical demands of the music, including: precision, facility, and clarity of pitches and articulations |
| 5/6 | performance nearly demonstrates mastery of the technical demands of the music; minor inconsistencies in precision, facility, and clarity are isolated and rarely detract from the performance |
| 3/4 | the majority of passages are handled with reasonable technical facility; some passages include incorrect or unclear pitches and/or articulations; precision and/ or facility are questionable at times |
| 2 | performance demonstrates basic knowledge of the technical demands of the music; consistent, major errors are made in pitch, articulation, facility, and precision |
| 1 | lack of accuracy of pitch, articulation, facility, and precision seriously hinders the performance; the student's technique is not developed enough to attempt the solo passage |

Comments:

| | | | |
|--------------------------------|-------------------------------|-------------------------------|--------------------------------|
| Major Scales | | | |
| C | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| F | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Bb | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Eb | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Ab | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Db | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Gb | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| G | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| D | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| A | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| E | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| B | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| F# | <input type="checkbox"/> 1oct | <input type="checkbox"/> 2oct | <input type="checkbox"/> Minor |
| Chromatic Scale | | | |
| General Scale Comments: | | | |

Sight
Reading

Excerpt

Tone

Overall Score: /40*

Ensemble Recommendation**:

*Ensemble placement is based on student comparison scores, however no student scoring below a 15 will be admitted to the WIHI Wind Ensemble (exceptions may be granted on a case-by-case basis).

**Ensemble placement also takes ensemble instrument needs into consideration. Students beginning their Junior year are ineligible for Wind Ensemble if they are not able to be enrolled the entire school year.