

**STANDARD 1**

**Perform**

*Students will use body, voice, and instruments as means of musical expression.*

**Objective 1** Produce a beautiful tone.

- Produce a characteristic tone at various dynamic levels throughout a full range.
- Perform musical examples spanning the p, mp, mf, and f dynamic levels while demonstrating characteristic tone at each level.
- Describe the adjustments needed in embouchure and breath support to perform at various dynamic levels.
- Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.
- Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.

**Objective 2** Demonstrate technical performance skills.

- Perform musical examples that use combinations of legato, staccato, marcato, accent, and slur articulation.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Name and write the pitches in twelve major scales.
- Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.
- Describe tuning and tune the instrument to a given pitch.

**Objective 3** Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct pitch and rhythm while sight-reading.

**Objective 4** Demonstrate productive rehearsal habits.

- Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

**Objective 5** Demonstrate knowledge, use, and care of selected instruments.

- Identify and explain the names and functions of various parts of the instrument.
- Demonstrate the proper assembling of the instrument and care following playing.
- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.

**Objective 6** Perform varied repertoire.

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Prepare and perform accompanied solos and small ensemble pieces.
- Perform with sensitivity, correct dynamics, phrasing, expression, and style.

**STANDARD 2**

**Create**

*Students will improvise and compose music.*

**Objective 1** Improvise rhythmic and melodic ideas and phrases.

**Objective 2** Record musical thoughts in standard notation.

**Objective 3** Write original melodies and short compositions.

**STANDARD 3**

**Listen/Analyze/Evaluate**

*Students will expand music listening skills and use music vocabulary to analyze and evaluate music.*

**Objective 1** Analyze and evaluate musical examples.

**Objective 2** Evaluate ensemble performances.

**Objective 3** Document personal growth as a musician.

**STANDARD 4**

**Discover Meaning**

*Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.*

**Objective 1** Examine how music relates to personal development and enjoyment of life.

**Objective 2** Experience how music connects us to history, culture, heritage, and community.

# MUSIC PERFORMANCE ASSESSMENT RUBRIC

## BAND

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Event/Performance Location)

\_\_\_\_\_  
(School)

\_\_\_\_\_  
(Director)

Selection	Composer/Arranger	Publisher
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Music Performance Assessment Rubric

			I Sup	II ExInt	III Good	IV Fair	V Poor	Comments
		<b>Consistency:</b>	Always - - - - Sometimes - - - - Rarely					
<b>Tone Quality</b> <i>Utah State Core Performance Objective 1, 2, 5, 6</i>	Breath Support/Posture	Superior across the ensemble						
	Clarity/Openness	Open, rich, focused tone on all parts						
	Resonance/Warmth	Clear, tone quality in all ranges and registers						
<b>Intonation</b> <i>Utah State Core Performance Objective 1, 2</i>	Pitch Accuracy	Performance consistent with score						
	Section/Ensemble	Individuals in tune with sections and ensemble						
	Adjustments	Adjustments made instantly						
<b>Rhythm/Tempo</b> <i>Utah State Core Performance Objective 2</i>	Correct Duration of Notes, Rests, Meter	Accurate performance						
	Steady Pulse	Maintained throughout the ensemble						
	Appropriateness of Tempo	Tempos accurate to score						
<b>Balance/Blend</b> <i>Utah State Core Performance Objective 1, 6</i>	Matching Tone Production	All sections/individuals demonstrate blend						
	Ensemble Awareness	Melodies and harmonies heard throughout						
<b>Technique</b> <i>Utah State Core Performance Objective 2, 5, 6</i>	Correct Articulation	Clear and distinct						
	Control of Ranges	Musical elements Consistent in all ranges						
	Mechanical Skill	Superior facility performing on the instrument						
<b>Musicality</b> <i>Utah State Core Performance Objective 1, 2</i>	Contrasting Dynamics	Sizeable difference						
	Expression/Phrasing	A musical, sensitive performance						
	Interpretation of Style	Appropriate and consistent throughout						
	Responsiveness To Conductor	Students following and adjusting to conductor						
<b>Performance Factors</b> <i>Utah State Core Performance Objective 1, 5, 6</i>	Conducting	Clear and easy to follow, musical elements present						
	Performance Appearance/Conduct	Looks professional in attire and conduct						
	Appropriate Literature	Displays a variety of styles and is appropriate						

Overall Rating \_\_\_\_\_ Adjudicator Signature \_\_\_\_\_