

STANDARD 1

**Perform**

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

**Objective 1** Produce a beautiful tone.

- Play with a straight bow stroke.
- Demonstrate knowledge of contact point of bow to string.
- Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.
- Demonstrate the effect of bow speed and bow weight on tone.
- Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.
- Explain (teach) the principles of proper position to other students.  
Demonstrate a beginning vibrato motion.

**Objective 2** Demonstrate technical performance skills.

- Demonstrate bowing techniques appropriate to the style of music to be learned.
- Demonstrate the following bowing techniques: detache, staccato, slurs, marcato.
- Slur at least eight notes per bow.
- Accurately play a passage with varied groupings of slurs and detache bowings.
- Demonstrate scale and finger pattern skills.
- Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C, F, E-flat, 1 octave B-flat; bass—1 octave A, D G, C, F, B-flat, E-flat.
- Play the following positions: violin and viola —1st through 3rd positions; cello— 1st through 4th positions; bass— 1/2 through 4th positions (or have command of the fingering necessary to play up to and including E on the G string).
- List, define and play the dynamics ranging from pp-ff.
- Demonstrate bow usage needed to produce p and f dynamics.
- Perform with correct intonation.
- Individually play scales and passages in tune. Identify incorrect intonation and make necessary adjustments.

**Objective 3** Demonstrate notational literacy.

- Perform unfamiliar exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- Correctly explain standard notation symbols in instrumental music.
- Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.

**Objective 4** Demonstrate productive rehearsal habits.

- Show respect for the rehearsal.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

**Objective 5** Perform varied repertoire.

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify the key signature, meter, tempo, and dynamics of music being studied.
- Perform musical symbols, terms, and signs as found in intermediate method books.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display commendable performance etiquette.

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

## ORCHESTRA

\_\_\_\_\_  
(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</i>	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, 5</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, 2</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 1, 2, 5</i>	Correct Bowing	Clear, distinct, accurate Correct distribution						
	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, 5</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</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 \_\_\_\_\_