


Wisconsin School Music Association Concert Group Festival

	WSMA Acct. #	School:	City:
	Festival Site:	Festival Site #:	Date:
	Director:	Site: Perf Time:	
	Ensemble Type:	# of performers:	
	Class Required Selection:	Adjudicator	
Title:			
Others:			
Total Length:			

Comments Only	Circle comments throughout the rubric that best describe the performance you are hearing.	Comments/Suggestions: Use available spaces on this page and back of form.
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Tone	<ul style="list-style-type: none"> ● Breathing ● Bowing ● Posture 	<p>A: Ensemble tone is open, mature, resonant, focused and well-supported throughout. Posture, bowing are consistently correct. B, C & M: Ensemble tone is focused and well-supported for this class. Posture, bowing are consistently correct.</p>	<p>Ensemble tone is usually focused and well-supported for this class. Minor breathing, bowing, and/or posture problems occur in outer ranges, dynamics.</p>	<p>Ensemble tone is inconsistent for this class. Incorrect breathing, bowing, and/or posture problems are evident on some passages.</p>	<p>Lack of understanding on how to produce the basic ensemble tone for this class. Correct breathing, bowing, and/or posture skills are missing.</p>
<p>Comments: _____</p> <p>_____</p> <p style="text-align: center;"><i>Standards; B.4.1, B.4.7, B.4.10, B.8.8, B.8.9 (gr. 3), B.12.6/9 (gr. 4/5), G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8</i></p>					

Intonation	<ul style="list-style-type: none"> ● Accuracy ● Pitch Adjustment Skills 	<p>Accurate intonation in all ranges and registers. Pitch adjustments are consistently successful.</p>	<p>Minimal intonation difficulties. Pitch adjustments are usually successful.</p>	<p>Intonation problems on some notes. Pitch adjustment skills are still developing.</p>	<p>Intonation problems on many notes. Pitch adjustment skills are missing.</p>
<p>Comments: _____</p> <p>_____</p> <p style="text-align: center;"><i>Standards; B.4.1, B.4.7, B.8.8, B.8.9 (grade 3), B.12.6/9 (grade 4/5), G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8</i></p>					

Balance	<ul style="list-style-type: none"> ● Harmonic Blend ● Listening Skills ● Set-up 	<p>Musical and accurate harmonic balance and blend throughout. Effective listening skills are enhanced by instrumentation set-up.</p>	<p>Usually accurate, musical harmonic balance, blend. A few errors in listening skills and/or instrumentation set-up.</p>	<p>Dominance by one or more players or sections creates occasional balance/blend problems. Listening skills are developing, and/or instrumentation set-up compromises ensemble.</p>	<p>Little attention given to balance, blend. Listening skills are missing, and/or instrumentation set-up adversely effects balance.</p>
<p>Comments: _____</p> <p>_____</p> <p style="text-align: center;"><i>Standards; B.4.5, B.4.6, B.4.9, B.8.9 (grade 3), B.12.7, B.12.6/9 (grade 4/5), F.4.7, F.4.8, G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8</i></p>					

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Technique	Accurate and unified notes, rhythms, articulations and pulse throughout.	Infrequent errors. A few minor note, rhythm, articulation, and/or pulse problems on some technical passages.	Numerous inaccurate notes, rhythms, articulations, and/or pulse errors during technical passages.	Lack of attention to accurate notes, rhythms, articulations, and/or pulse throughout.
<ul style="list-style-type: none"> ● Notes ● Rhythms ● Articulations ● Pulse 				
Comments: _____				

Standards; B.4.8 (grade 1), B.8.8, B.8.9 (grade 3), B.12.6/9 (grade 4/5), E.4.1, E.4.3, E.8.9, E.8.11, E.8.13 (grade 2), E.12.9, E.12.10, (grade 3), E.12.13 (grade 4), F.8.10, F.12.12, G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8

Interpretation	Tempos are appropriate. Consistent attention given to style elements.	Minor errors in tempo and/or style elements.	Several incorrect or unstable tempo, and/or style errors.	Incorrect, unstable tempo and/or style errors throughout.
<ul style="list-style-type: none"> ● Tempo ● Style 				
Comments: _____				

Standards; B.8.9 (grade 3), B.12.6/9 (grade 4/5), F.4.4, F.4.8, F.8.8, F.8.10, F.12.11, F.12.12, F.12.13, F.12.14, F.12.15, F.12.16, G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8, G.12.9, H.4.1, H.4.2, H.8.9, H.12.12, I.8.7, I.8.8, I.8.9, I.12.9, I.12.12

Expression	Musical, sensitive phrases are well shaped and clearly defined by entire ensemble. Dynamics are correct and consistently used by all sections throughout.	Minor inconsistencies with phrase shaping. Dynamics are usually correct with minor omissions by some sections.	Phrases are present but sometimes undefined. Unified approach to dynamics and dynamic contrasts are often missing.	A lack of attention to shaping of phrases. Dynamic contrasts are absent.
<ul style="list-style-type: none"> ● Phrasing ● Dynamics 				
Comments: _____				

Standards: B.4.3, B.4.8, B.8.9 (grade 3), B.12.6/9 (grade 4/5), E.4.3, E.8.11, F.12.11, F.12.13, G.4.3, G.8.5, G. 8.6, G.12.7, G.12.8, G.12.9

Presentation	Students watch and respond to director throughout the performance. Ensemble members are respectful, courteous and cooperative throughout.	Minor lapses in students' abilities to watch and/or respond to director. Members are usually respectful, courteous and cooperative with a few exceptions.	Students usually watch others or their music, and response to director is often missing. Respect, courtesy, and/or cooperation are not often apparent.	A lack of attention to director throughout. Respect, courtesy, and cooperation do not appear to be present in this group.
<ul style="list-style-type: none"> ● Attention to Director ● Ensemble Deportment 				
Comments: _____				

Standards: B.4.5, B.12.7

Adjudicators: Please write any necessary conductor messages on a separate sheet of paper. Revised 2008