

Wisconsin School Music Association • District Solo & Ensemble Festival

Instrumental Ensemble					Class Selection: Transfer#: Pg. or Mvt.: School: Accompanist:
Ser#					Adjudicator
Site:					
Index:					
Time:					
Min:	Composer:				
Critique Only	Circle comments throughout the rubric that best describe the performance you are hearing.				
Tone					
<ul style="list-style-type: none"> • Breathing • Position • Embouchure • Posture 	C & B: Focused ensemble tone for this class with consistently appropriate breathing, bowing, embouchure skills in all registers/ranges. A: Open, resonant, full ensemble tone in all registers and ranges. Excellent breathing, bowing embouchure skills.	C & B: Focused ensemble tone for this class with minor lapses in correct breathing, position, bowing, embouchure skills. A: Characteristic ensemble tone most of the time. Minor breathing, bowing, position, embouchure problems in outer ranges and volumes.	C & B: Unstable ensemble tone for this class in some ranges due to incorrect breathing, position, bowing, embouchure skills. A: A basic ensemble tonal concept. Notable breathing, bowing embouchure problems in outer ranges and volumes.	C & B: Thin or forced ensemble tone for this class most of the time due to lack of breath support, incorrect position, embouchure or bowing. A: Weak ensemble tone production most of the time due incorrect breath support, position, embouchure or bowing.	C, B, and A: A lack of understanding of how to produce the basic ensemble tone. Fundamentals of breathing, position, bowing, embouchure need work.
Intonation					
<ul style="list-style-type: none"> • Consistency • Pitch Adjustment Skills 	Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation difficulties. Pitch adjustment skills are usually successful.	Mostly accurate intonation with some out-of-tune notes. Pitch adjustment skills are still developing.	Some sense of intonation, but with significant problems. Pitch adjustment skills are not developed.	An unawareness of tuning problems. Needs development of pitch adjustment skills.
Technique					
<ul style="list-style-type: none"> • Notes • Rhythms • Pulse • Articulation • Bowing 	Notes, rhythms, pulse, articulations, bowing are precise throughout.	Minor errors in notes, rhythms, pulse, articulations, bowing.	A lack of consistency in notes, rhythms, and pulse in technical passages. Articulations, bowings are not accurate in difficult passages some of the time.	Numerous inaccurate notes and rhythmic passages. Articulations, bowing are not accurate most of the time.	An unawareness of correct notes, rhythms, pulse, articulations, bowings.
Balance					
<ul style="list-style-type: none"> • Blend • Listening • Harmonic and Melodic Lines • Phrasing 	Consistent attention to blend and listening allows harmonic, melodic lines to project throughout. Phrases are consistently together and well-shaped.	Accurate ensemble balance and listening most of the time. Some harmonic or melodic lines are lost. Most phrases are well-shaped.	A lack of consistency in balance and listening. Harmonic and melodic lines do not project most of the time. Phrases are not shaped.	A lack of attention to blend, listening, harmonic and/or melodic lines. Phrasing is not together and is inconsistent.	A lack of understanding of balance, listening, harmonic or melodic lines, and phrasing.
Expression					
<ul style="list-style-type: none"> • Style Elements • Interpretation • Dynamics • Tempo 	Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.	Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation missing.	A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.

