

Wisconsin School Music Association • District Solo & Ensemble Festival

Percussion Solo/Ensemble					Class
Ser#					Selection:
Site:					Transfer#:
Index:					Pg. or Mvt.:
Time:					School:
Min:	Composer:				Accompanist:
Critique Only	Circle comments throughout the rubric that best describe the performance you are hearing.				Adjudicator
Accuracy					
<ul style="list-style-type: none"> • Rhythms • Melody • Accents 	Consistently precise notes, rhythms. Melody/accents are clearly heard throughout.	Infrequent errors in notes, rhythms. A few minor problems in technical passages, and performing precise melody/accents.	A lack of precision in notes, rhythms, especially in some technical passages. Several missed accents/ melody is covered by harmonies/rhythms.	Numerous inaccurate notes, rhythms. Technical passages are out of tempo, or include many incorrect rhythms. Little attention given to accents/melody.	An unawareness of correct notes, rhythms, accents, or melodic line.
Balance/Set-Up					
<ul style="list-style-type: none"> • Balance between hands • Equipment Choice • Tuning Perc. Ensemble: (• Set-up • Balance)	Balance between hands (and performers) is excellent. Appropriate choice of sticks, mallets. Equipment is set-up and tuned properly.	Balance between hands (and performers) is correct most of the time. Appropriate choice of sticks, mallets. Tuning has minor flaws. (Perc. Ens.: Minor set-up changes would correct slight balance problems.)	Balance between hands is inconsistent. Tuning problems are noted. Some mallet/stick choices compromise musical effect. (Perc. Ens.: One or more performers dominates occasionally creating balance problems. Set-up may also contribute to balance problems.)	Little attention given to balance between hands. Basic tuning and selection of sticks/mallets needs review. (Perc. Ens.: Little attention given to balance between performers and/or set-up.)	Incorrect use of mallets/ sticks. Lacks understanding of tuning procedures, balance between hands. (Perc. Ens.: No attention given to balance between performers. Not aware of how set-up effects balance.)
Tempo					
<ul style="list-style-type: none"> • Stability • Metronome Markings 	Stable, consistent, controlled pulse throughout. Tempo and metronome markings are accurate for this class.	Controlled and correct pulse most of the time. Metronome markings are not performed with complete accuracy for this class.	Inconsistent pulse. Tempo and metronome markings are attempted, but not clearly executed for this class.	Incorrect pulse most of the time. Metronome and tempo markings are not maintained for this class.	A lack of understanding of how to perform a steady pulse, metronome markings, tempo for this class.
Technique					
<ul style="list-style-type: none"> • Facility • Posture • Hand Position • Rolls/ Rudiments 	Excellent technical mastery. Appropriate hand position, posture. All rolls/rudiments are correct and precise for this class.	Minor technical facility errors (posture, hand position) in difficult passages. Most rolls/ rudiments are correct for this class.	Inconsistent technical facility. Incorrect hand position, posture occasionally limits technique. Some rolls/ rudiments are uneven.	Developing technical facility for this class. Corrections needed in posture, hand position. Most rolls/ rudiments are incorrect, uneven.	A lack of understanding of technical facility (correct posture, hand position) for this class. Rolls/ rudiments are incorrect, uneven.
Expression					
<ul style="list-style-type: none"> • Style Elements • Interpretation • Phrasing • Dynam 	Excellent expression with accurate style elements, interpretation, phrasing, dynamics, and tempo.	Accurate expression most of the time with occasional lapses in dynamics, phrasing, correct tempo, style elements, interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, correct tempo, phrasing, dynamics, interpretation are often absent	Mechanical expression most of the time. Attention to style elements, correct tempo, phrasing, dynamics, interpretation missing.	A lack of understanding of correct style elements, dynamics, interpretation, phrasing, and correct tempo.

