

Wisconsin School Music Association • District Solo & Ensemble Festival

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|---|--|---|---|---|---|
| Piano/Inst. Ensemble | | | | | Class |
| Ser# | | | | | Selection: |
| Site: | | | | | Transfer#: |
| Index: | | | | | Pg. or Mvt.: |
| Time: | | | | | School: |
| Min: | | | | | Accompanist: |
| Critique Only | Composer: | | | | Adjudicator |
| | Circle comments throughout the rubric that best describe the performance you are hearing. | | | | |
| Tone | | | | | |
| <ul style="list-style-type: none"> • Breathing • Bowing • Embouchure | <p>C & B: Focused tone for this period/style and class with consistently appropriate breathing, bowing, embouchure skills in all registers/ranges. A: Open, resonant, full tone for this class, period/style in all registers and ranges. Appropriate breathing, bowing embouchure skills.</p> | <p>C & B: Focused tone for this period/style, class with minor lapses in correct breathing, bowing, embouchure skills. A: Characteristic tone most of the time for this period/style. Minor breathing, bowing, embouchure problems in outer ranges and volumes.</p> | <p>C & B: Unstable tone for this period/style, class in some ranges due to incorrect breathing, bowing, embouchure skills. A: A basic tonal concept for this period/style. Notable breathing, bowing embouchure problems in outer ranges and volumes.</p> | <p>C & B: Thin or forced tone for this period/style, class most of the time due to lack of breath support, incorrect embouchure/bowing. A: Weak ensemble tone production most of the time due incorrect breath support, embouchure or bowing.</p> | <p>C, B, and A: A lack of understanding of how to produce the basic tone for this period/style. Fundamentals of breathing, bowing, embouchure need work.</p> |
| Intonation | | | | | |
| <ul style="list-style-type: none"> • Consistency • Pitch Adjustment Skills | <p>Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.</p> | <p>Minimal intonation difficulties. Pitch adjustment skills are usually successful.</p> | <p>Mostly accurate intonation with some out-of-tune notes. Pitch adjustment skills are still developing.</p> | <p>Some sense of intonation, but with significant problems. Pitch adjustment skills are not developed.</p> | <p>An unawareness of tuning problems. Needs development of pitch adjustment skills.</p> |
| Balance | | | | | |
| <ul style="list-style-type: none"> • Blend • Listening Skills • Set-up | <p>Consistently excellent ensemble balance and blend. Effective listening skills are enhanced by set-up.</p> | <p>Accurate ensemble blend, balance most of the time. Minor errors in listening skills and/or set-up.</p> | <p>Dominance by piano or player(s) creates occasional balance, blend problems. Listening skills are still developing, and/or are compromised by set-up.</p> | <p>Significant balance, blend problems. Listening skills are not developed. Set-up inhibits balance.</p> | <p>A lack of understanding of balance, blend, listening skills, and set-up.</p> |
| Technique | | | | | |
| <ul style="list-style-type: none"> • Notes • Rhythms • Articulation • Pedal | <p>Consistently correct notes, rhythms, and articulations. Pedal work is appropriate for this composition</p> | <p>Minor errors in notes, rhythms, and/or articulations. Occasionally too much or too little pedal work for this composition.</p> | <p>Several errors in notes, rhythms, and/or articulations, especially during technical or melisma passages. Pedal work is inconsistent for this composition.</p> | <p>Incorrect notes, rhythms, articulations during technical and melisma passages. Pedal work is often incorrect for this composition.</p> | <p>A lack of understanding of correct notes, rhythms, articulations, and/or pedal work for this composition</p> |
| Expression | | | | | |
| <ul style="list-style-type: none"> • Style Elements • Interpretation • Phrasing • Dynamics • Tempo | <p>Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.</p> | <p>Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.</p> | <p>Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.</p> | <p>Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation missing.</p> | <p>A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and tempo.</p> |

