

Wisconsin School Music Association • District Solo & Ensemble Festival

Piano Solo/Ensemble					Class	
Ser#					Selection:	
Site:					Transfer#:	
Index:					Pg. or Mvt.:	
Time:					School:	
Min:					Accompanist:	
Critique Only	Composer:				Adjudicator	
Accuracy	Circle comments throughout the rubric that best describe the performance you are hearing.					
<ul style="list-style-type: none"> • Pulse • Notes • Rhythm • Fingering 	Consistently correct pulse, notes, rhythms and fingerings.	Infrequent errors in notes, rhythms, fingerings, pulse. A few minor problems in technical passages.	A lack of consistently correct notes, rhythms, pulse, and fingerings in technical passages (rushing, uneven passages).	Numerous inaccurate notes, rhythms, fingerings, and pulse. Technical passages are weak.	An unawareness of correct notes, pulse, fingerings, rhythms.	
Style <ul style="list-style-type: none"> • Tone • Balance between hands • Melody (Piano Duet: <ul style="list-style-type: none"> • Balance between performers) 	Characteristic and consistent tone for composition. Balance between hands is appropriate throughout. Melody is clearly heard. (Pa. Duet: Wonderful balance/blend between performers.)	Characteristic tone for period/style most of the time. Minor balance problems between hands. Melody is occasionally covered by harmonic parts. (Pa. Duet: Minor balance problems between performers.)	Some evidence of characteristic tone for period/style. Balance between hands is not consistent, and often, melody does not project through harmonies. (Pa. Duet: One or both performers dominate occasionally creating melodic/harmonic imbalances.)	A lack of characteristic tone for period/style. Little attention given to balance between hands. Melodic line is usually covered with harmonies. (Pa. Duet: Little attention given to balance between performers.)	A lack of understanding of tone production for period/style. No attention given to balance between hands. Melody does not project through harmonies. (Pa. Duet: No attention given to balance between performers.)	
Technique	<ul style="list-style-type: none"> • Articulation (Staccato, tenuto, accents) • Pedal • Tempo 	Characteristic and accurate articulation (staccato, tenuto, accents), pedal work, and tempo enhance composition.	Mostly accurate articulation (staccato, tenuto, accents), pedal work and/or tempo for this composition.	Inconsistent articulation (staccato, tenuto, accents), pedal work and/or tempo for this composition.	Articulation (staccato, tenuto, accents), pedal work and/or tempo are often incorrect for this composition.	A lack of understanding of correct articulation (staccato, tenuto, accents), pedal work and/or tempo.
Position	<ul style="list-style-type: none"> • Posture • Finger • Wrist • Hand • Arm 	Consistently appropriate posture, finger, wrist, hand, arm positions.	Minor problems in posture, finger, wrist, hand, arm positions, i.e. slouching, too little arch, etc.	A lack of consistently correct posture, finger, wrist, hand, arm positions, i.e. flat hands, wrists bent too far forward or backwards, etc.	Problems in complex passages due to incorrect posture, finger, wrist, hand, arm positions, i.e. heavy touch on fast notes, etc.	Little ability to use correct posture, finger, wrist, hand, arm positions.
Expression	<ul style="list-style-type: none"> • Style Elements • Interpretation • Phrasing • Dynamics 	Excellent expression with appropriate style elements, interpretation, phrasing, and dynamics.	Occasional lapses in dynamics, phrasing, style elements, and/or interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, phrasing, dynamics, and/or interpretation are often absent.	Mechanical expression most of the time. Attention to style elements, phrasing, dynamics, and/or interpretation are missing.	A lack of understanding of style elements, dynamics, interpretation, and/or phrasing.

