

Randolph Music Department
Wind Solo Performance Evaluation

Tone

The student's tone;

5	is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.
4	is of characteristic tone quality in most ranges but distorts in some passages.
3	exhibits some flaws in production (slightly thin or unfocused sound.)
2	has several flaws in basic production, (consistently thin/unfocused sound.)
1	is a tone quality which hinders the performance.

Melodic Accuracy

The student performs;

5	all pitches/notes accurately
4	most pitches/notes accurately
3	the majority of pitches/notes accurately, however has some difficulty with melodic precision.
2	has several fl several inaccurate pitches/notes but displays a basic understanding of melodic control.
1	inaccurate pitches/notes throughout the performance. (i.e.; missing key signatures, accidentals)

Rhythmic Accuracy

The student performs;

5	accurate rhythms throughout
4	nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
3	many rhythmic patterns accurately , but some lack precision (approximation of rhythm patterns used).
2	many rhythmic patterns incorrectly or inconsistently.
1	the majority of rhythmic patterns incorrectly .

Tempo

The students performance;

5	is accurate and consistent with the printed tempo markings.
4	approaches the printed tempo markings yet the performed tempo does not detract significantly from the performance.
3	is different from the printed tempo resulting in inappropriate tempo for the selection, yet remains consistent.
2	is inconsistent (i.e., rushing, dragging, inaccurate tempo changes.)
1	is not accurate or consistent

Intonation

The students intonation;

5	is accurate in all ranges and registers.
4	is mostly accurate. The student adjusts the few problem pitches to an acceptable standard.
3	is somewhat accurate but includes out of tune notes. The student adjusts these problem pitches with some success.
2	exhibits a basic sense of intonation, yet has problems; student makes little attempt at adjustment of problem pitches.
1	is not accurate and hinders the performance quality.

Technique

The student; (4 Consistently, 3 Often, 2 Sometimes, 1 Rarely, 0 Never)

4	3	2	1	0	demonstrates appropriate slurs as marked.
4	3	2	1	0	demonstrates appropriate execution of the legato, staccato and marcato articulations.
4	3	2	1	0	performs in the extreme upper and lower register of the instrument with proper facility and control.
4	3	2	1	0	demonstrates proper breath management , inhaling at times that compliment the phrase structure.

Musicianship

The student; (4 Consistently, 3 Often, 2 Sometimes, 1 Rarely, 0 Never)

4	3	2	1	0	demonstrates control of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)
4	3	2	1	0	demonstrates dynamic contrast notated by the composer.
4	3	2	1	0	demonstrates the ability to shape a phrase including dynamic nuance not notated by composer.