

North Carolina Bandmasters Association

Music Performance Adjudication Rubric

CONCERT BAND – SIGHT READING

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| <u>Achievement Level</u> | <u>Grade</u> | <p>Use the "Achievement Level" for each "Indicator" section to assist in determining a grade for each "Category". Ensembles may earn a grade in a given "Category" without all indicators having the same "Achievement Level".</p> <p>You may use + and – marks within each category.</p> <p>"Key Words" may be used to provide additional information and should reflect achievement within the category.</p> <p>Your final overall rating should reflect the grades assigned to each "Category". No + or - signs may be used for the <i>final</i> rating.</p> |
| Performers Consistently | = A | |
| Performers Frequently | = B | |
| Performers Occasionally | = C | |
| Performers Rarely | = D | |
| Performers Almost Never | = F | |

| Category | Indicator | Key Words (+ / -) |
|---------------------------------|--|--|
| Tone Quality | <ul style="list-style-type: none"> • Produce a dark, characteristic tone quality • Produce a focused, controlled sound in all ranges and registers • Demonstrate proper use of vibrato • Produce a quality sound on percussion instruments through proper technique and choice of equipment | Breath Support Upper Range Lower Range Embouchure |
| Intonation | <ul style="list-style-type: none"> • Produce uniform tonal focus throughout the ensemble • Demonstrate careful attention to tuning and pitch processes • Understand chordal and harmonic structures • Adjust any perceived pitch issues • Demonstrate percussion tuning to match the ensemble | Listening for Pitch Adjusting Pitch Issues Unisons Melodic Pitch |
| Technique | <ul style="list-style-type: none"> • Meet technical demands with precision • Demonstrate and understanding of styles of articulation • Demonstrate dexterity in performing technical passages • Start and stop together, within sections and across the ensemble | Finger Precision Articulations Keys, Note Values Accent, Marcato Accuracy |
| Rhythm | <ul style="list-style-type: none"> • Demonstrate control of rhythm • Maintain tempo • Produce steady pulse and meter • Demonstrate control in all meters present | Dotted Rhythms Agogic Pulse Vertical Alignment Subdivision |
| Balance | <ul style="list-style-type: none"> • Produce correct balance in all sections of the music • Demonstrate balance between inner and outer voices • Demonstrate the melodic line as the prevalent voice • Understand the supportive relationship between the wind and percussion sections in the ensemble | Environment Placement |
| Musicianship | <ul style="list-style-type: none"> • Demonstrate attention to detail • Demonstrate the music's expressive features • Shape phrases using dynamics, articulation, and direction • Produce effective moods and emotions • Demonstrate an understanding of musical style | Sensitivity Training |
| Utilization of Preparatory Time | <ul style="list-style-type: none"> • Demonstrate, through their sight-reading performance, comprehension of director's instruction, and appropriate use of preparatory time • Participate in silent music study and/or drills as needed • Demonstrate appropriate discipline and attention to detail | Confidence Recognition Recovery from Error Keys, Meters, Tempi Repeats, D.S., D.C., Coda |