

Large Group Festival

	DISTINGUISHED- 4	PROFICIENT-3	COMPETENT-2	NEEDS IMPROVEMENT-1
Tone Quality	Students <u>consistently</u> perform with age appropriate, resonant, characteristic sounds throughout all ranges. Students <u>consistently</u> perform with proper support and with little or no distortion.	Students <u>mostly</u> perform with age appropriate, resonant, characteristic sounds throughout all ranges. Students <u>mostly</u> perform with proper support and with little or no distortion.	Students <u>sometimes</u> perform with age appropriate, characteristic sounds but it is inconsistent throughout all ranges. Students <u>sometimes</u> perform with proper breath and with little or no distortion.	Students <u>rarely</u> perform with a age appropriate, resonant, characteristic sound. Students <u>rarely</u> use proper support and distortion is frequently present in their tone.
Ensemble Balance	Students are <u>consistently</u> aware of and perform with a balanced ensemble sound. Students are highly sensitive to phrase hierarchy and harmonic balance.	Students are <u>mostly</u> aware of and perform with a balanced ensemble sound. Students are <u>mostly</u> sensitive to phrase hierarchy and harmonic balance.	Students are <u>sometimes</u> aware of and perform with a balanced ensemble sound. Students <u>sometimes</u> consider phrase hierarchy and harmonic balance.	Students are <u>rarely</u> aware of and perform with a balanced ensemble sound. Students <u>rarely</u> consider phrase hierarchy and harmonic balance.
Rhythm and Tempo	Rhythmic approach is <u>consistently</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>consistently</u> accurate, consistent and stylistically appropriate.	Rhythmic approach is <u>mostly</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>mostly</u> accurate, consistent and stylistically appropriate.	Rhythmic approach is <u>sometimes</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>sometimes</u> accurate, consistent and stylistically appropriate.	Rhythmic approach is <u>rarely</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>rarely</u> accurate, consistent and stylistically appropriate.
Intonation	Students <u>consistently</u> perform in tune in all dynamics and ranges. The ensemble <u>consistently</u> demonstrates awareness of tuning within and between sections.	Students <u>mostly</u> perform in tune in all dynamics and ranges. The ensemble demonstrates awareness of tuning within and between sections.	Students <u>sometimes</u> perform in tune in all dynamics and ranges. The ensemble <u>sometimes</u> demonstrates awareness of tuning within and between sections.	Students <u>rarely</u> perform in tune in all dynamics and ranges. The ensemble <u>rarely</u> demonstrates awareness of tuning within and between sections.
Technical Facility	Students <u>consistently</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity.	Students <u>mostly</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity.	Students <u>sometimes</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity.	Students <u>rarely</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity.

	DISTINGUISHED- 4	PROFICIENT-3	COMPETENT-2	NEEDS IMPROVEMENT-1
Dynamics	Students <u>consistently</u> display an appropriate range of dynamics throughout the performance.	Students <u>mostly</u> display an appropriate range of dynamics throughout the performance.	Students <u>sometimes</u> display an appropriate range of dynamics throughout the performance.	Students <u>rarely</u> display an appropriate range of dynamics throughout the performance.
Articulation/Bowing/Diction	Students <u>consistently</u> perform appropriate and consistent articulation/bowing/diction throughout.	Students <u>mostly</u> perform appropriate and consistent articulation/bowing/diction throughout.	Students <u>sometimes</u> perform appropriate and consistent articulation/bowing/diction throughout.	Students rarely perform appropriate and consistent articulation/bowing/diction throughout.
Musicianship	Students <u>consistently</u> use proper musical style on all selections. Students are <u>consistently</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>mostly</u> use proper musical style on all selections. Students are <u>mostly</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>sometimes</u> use proper musical style on all selections. Students are <u>sometimes</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>rarely</u> use proper musical style on all selections. Students are <u>rarely</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.
Sight Reading	Students <u>consistently</u> perform accurate pitches and rhythms while maintaining an age appropriate, resonant, characteristic tone. Students <u>consistently</u> perform appropriate and accurate tempos throughout. Students <u>consistently</u> react to articulation, dynamic, and expressive markings.	Students <u>mostly</u> perform accurate pitches and rhythms. Students <u>mostly</u> maintain an age appropriate, resonant, characteristic tone. Students <u>mostly</u> perform appropriate and accurate tempos throughout. Students <u>mostly</u> react to articulation, dynamic, and expressive markings.	Students <u>sometimes</u> perform accurate pitches and rhythms. Students <u>sometimes</u> maintain an age appropriate, resonant, characteristic tone. Students <u>sometimes</u> perform appropriate and accurate tempos throughout. Students <u>sometimes</u> react to articulation, dynamic, and expressive markings.	Students <u>rarely</u> perform accurate pitches and rhythms. Students rarely <u>maintain</u> an age appropriate, resonant, characteristic tone. Students <u>rarely</u> perform appropriate and accurate tempos throughout. Students <u>rarely</u> react to articulation, dynamic, and expressive markings.