

## VBODA Performance Assessment Rubric – Concert Band

<b>Achievement Level</b>	<b>Grade</b>	<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 final rating.</p>
<b>Performers consistently</b>	<b>= A</b>	
<b>Performers frequently</b>	<b>= B</b>	
<b>Performers occasionally</b>	<b>= C</b>	
<b>Performers rarely</b>	<b>= D</b>	
<b>Performers almost never</b>	<b>= F</b>	

Category	Indicator	Key Words (+/-)
<b>Tone Quality</b>	<ul style="list-style-type: none"> <li>produce a dark, characteristic tone quality</li> <li>produce a focused, controlled sound in all ranges and registers</li> <li>demonstrate proper use of vibrato</li> <li>produce a quality sound on percussion instruments through proper technique and choice of equipment</li> </ul>	Breath Support Upper range Lower range Embouchure
<b>Intonation</b>	<ul style="list-style-type: none"> <li>produce uniform tonal focus throughout the ensemble</li> <li>demonstrate careful attention to tuning and pitch processes</li> <li>understand chordal and harmonic structures</li> <li>adjust any perceived pitch issues</li> <li>demonstrate percussion tuning to match the ensemble</li> </ul>	Listening for pitch Adjusting pitch issues Unisons Melodic pitch
<b>Technique</b>	<ul style="list-style-type: none"> <li>meet technical demands with precision</li> <li>demonstrate an understanding of styles of articulation</li> <li>demonstrate dexterity in performing technical passages</li> <li>start and stop together, within sections and across the ensemble</li> </ul>	Finger precision Light tonguing Slurring Accent, marcato Legato articulation
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>demonstrate control of rhythms-- accuracy and precision</li> <li>maintain tempo</li> <li>produce a natural feel to rhythmic passages</li> <li>demonstrate control in multi-metered passages</li> </ul>	Dotted rhythms Agogic pulse Vertical alignment Subdivision
<b>Balance</b>	<ul style="list-style-type: none"> <li>produce correct balance in all sections of the music</li> <li>demonstrate balance between inner and outer voices</li> <li>demonstrate the melodic line as the prevalent voice</li> <li>understand the supportive relationship between the percussion and wind sections in the ensemble</li> </ul>	Environment Placement
<b>Musicianship</b>	<ul style="list-style-type: none"> <li>demonstrate attention to detail</li> <li>demonstrate the music's expressive features</li> <li>shape phrases using dynamics, articulation, and direction</li> <li>produce effective moods and emotions</li> <li>demonstrate an understanding of musical style</li> </ul>	Sensitivity Training
<b>General Factors</b>	<ul style="list-style-type: none"> <li>provide evidence that selected literature is appropriate for the ensemble</li> <li>present a variety of idioms</li> <li>demonstrate appropriate appearance and demeanor</li> <li>radiate confidence</li> </ul>	Quality of literature Instrumentation Recognition Recovery from error