

Final Evaluation - October 17, 2012



Performing Arts - Music - Solo Assessment Rubric - Levels 1 - 3 / Grades 6 - 8



Soloist: _____

Project Title: _____

Level	Criterion B - Application of Skills									
	Process Work: Strand 1	Technique: Strand 2			Musicality: Strand 2			Performance: Strand	Process Work: Strand	
	Rhythms	Pitches	Articulation	Breathing	Expressions	Tone Quality	Group Balance			
0	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.	=	You have not reached a standard described by any of the descriptors below.	You have not reached a standard described by any of the descriptors below.
1-2	You haven't really showed what you intended to do with your music and your plan isn't really applied. (E.g. you thought you wanted it to sound "jazzy" but it doesn't really)	All of your rhythms were performed incorrectly and you lack a sense of being "in time."	All of your notes were out of tune or incorrect.	You rarely performed regular tonguing, slurs, staccato, legato tonguing, or any other articulations required, and with many mistakes.	You rarely performed dynamics or read expression markings, and thus there was little style in your piece.	You have a poor tone quality throughout the range of your instrument and your air support and embouchure do not allow you to properly create most.	The sound was very unbalanced and you could not hear all the instruments.	=	Skills and techniques are applied at a very limited level of proficiency.	Your Developmental Workbook rarely shows attempts to use the creative cycle (Planning, Practicing, Polishing and Performing).
3-4	You have shown some intention about your music and the performance was somewhat correct. (E.g. you wanted it to sound "jazzy" and it sometimes did.)	Most of your rhythms were performed incorrectly and/or not "in time."	Most of your notes were out of tune or incorrect.	You sometimes performed regular tonguing, slurs, staccato, legato tonguing, or any other articulations required, but with mistakes.	You sometimes performed dynamics and read expression markings, but there was little obvious stylistic differences.	You have a mediocre tone quality throughout the range of your instrument. You need to improve your air support and embouchure.	The sound was unbalanced and you couldn't hear all the instruments.	=	Skills and techniques are applied at a limited level of proficiency.	Your Developmental Workbook shows limited attempts to use the creative cycle (Planning, Practicing, Polishing and Performing).
5-6	You have shown satisfactory intention about your music and the performance was nearly correct. (E.g. you wanted it to sound "jazzy" and it sometimes did.)	Some of your rhythms were performed incorrectly and/or were not "in time."	Several of your notes were out of tune or incorrect.	You performed regular tonguing, slurs, staccato, legato tonguing, or any other articulations required, but some mistakes.	You performed dynamics and read expression markings, but there were errors in your performance. Your piece had some style.	You have a fair tone quality throughout the range of your instrument. More air is needed as well as a better developed embouchure.	The sound had satisfactory balance and you could normally hear all the instruments.	=	Skills and techniques are applied at a satisfactory level of proficiency.	Your Developmental Workbook shows satisfactory use of the creative cycle (Planning, Practicing, Polishing and Performing).
7-8	You have shown good intention about your music and the performance was correct. (E.g. you wanted it to sound "jazzy" and it did.)	Most of your rhythms were performed correctly and/or were "in time."	Only a few notes were played out of tune or incorrect.	You performed regular tonguing, slurs, staccato, legato tonguing, or any other articulations required, with very few mistakes.	You have performed dynamics and have read expression markings well, with very few mistakes, creating a good stylistic piece.	You have good tone quality throughout the range of your instrument. Your air support and embouchure are also good.	The sound had good balance and you could easily hear all the instruments.	=	Skills and techniques are applied at a good level of proficiency.	Your Developmental Workbook shows good use of the creative cycle (Planning, Practicing, Polishing and Performing).
9-10	You have shown excellent intention about your music and the performance was very evidently in that style. (E.g. you clearly wanted it to sound "jazzy" and it really did.)	All of your rhythms were performed correctly and/or "in time."	All your notes were performed in tune or correct.	You accurately performed regular tonguing, slurs, staccato, legato tonguing, or any other articulations required, with no mistakes.	You have performed dynamics and have read expression markings beautifully, with no mistakes, and creating a stylistically beautiful piece.	You have excellent tone quality throughout your instrument's range. Your air support and embouchure are also excellent.	The sound had excellent balance and you could very easily hear all the instruments play.	=	Skills and techniques are applied at a high level of proficiency.	Your Developmental Workbook shows excellent use of the creative cycle (Planning, Practicing, Polishing and Performing).

	Criterion C: Reflection and Evaluation: Reflect critically on their own artistic development and processes at different stages of their work	Criterion D: Strand 3: Support, encourage and work with their peers in a positive way
0	You have not reached a standard to be given a grade	You have not reached a standard to be given a grade
1-2	You <ul style="list-style-type: none"> - Do not use advice to improve your work - Do a very simple evaluation of your work 	You <ul style="list-style-type: none"> - only take part in some activities - show very little interest in the work
3-4	You <ul style="list-style-type: none"> - find it hard to listen to advice and use it to improve your work - sometimes reflect on the work that you have done - evaluate your work but sometimes it is not completed. 	You <ul style="list-style-type: none"> - take part in the activities - sometimes show motivation in class
5-6	You are <ul style="list-style-type: none"> - able to listen to other people's advice - You nearly always reflect on the work that you do - You are able to make a clear evaluation of the work you have done 	You <ul style="list-style-type: none"> - enjoy this subject and use your time well in class - want to do well and always try to do better
7-8	You <ul style="list-style-type: none"> - listen very carefully to advice and look for ways to use it - you write detailed reflections of your work - you evaluate your work and always look for ways of improving it 	You <ul style="list-style-type: none"> - are highly interested in this subject - always show enthusiasm and commitment to not only your own work, but also to the work of others

DeBono Thinking Hats

WHITE HAT: How did the realisation of your plan match with your written plan?

YELLOW HAT: What were the positive aspects of your group's performance? Remember to use The Elements of Music when critiquing your performance.

BLACK HAT: What needed to be improved about your ensemble? What have you learned about ensembles and how will this inform your future ensembles?

GREEN HAT: How did you make your music creative and musical (personal interpretation)? (critB1)

BLUE HAT: What strategies did you use in working together as a group? How well did you stay on task? How well was the division of the workload? How did you change or "tweak" your plan as problems arose? In which section of the creative cycle did you work the best?

RED HAT: How did it feel working in your group? Were the relationships healthy? How have members been supporting and encouraging each other? How did your group work through any problems that arose?

Guiding Question: Why do we have to know how to use the Elements of Music when we put together an ensemble?