



Students: _____

Project Title: _____

Level	Criterion B - Application of Skills										
	Process Work: Strand 1	Technique: Strand 2			Musicality: Strand 2			Performance:	Process Work: Strand 2		
		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 below.	You have not reached a standard described by any of the descriptions 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	There is very limited expression and communication of artistic intentions in the student's work, which may not have reached a point of realization. Evidence: Your final performance didn't evolve from a plan or your plan lacked details of any artistic intentions.	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, staccatos, legato tonguing, or any other articulations required, and with many mistakes.	Your air support does not allow you to properly breath through a phrase.	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 notes.	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.	The student attempts to apply the artistic processes. Evidence: Your Developmental Workbook rarely shows attempts to use the creative cycle (Planning, Practicing, Polishing and Performing). Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes.
3-4	There is limited expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization. Evidence: Your final performance showed some evolution from an original plan, but you struggled to express your artistic intentions for the piece.	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, staccatos, legato tonguing, or any other articulations required, but with mistakes.	Your air support is mediocre. You broken most of your phrases by breathing at inappropriate times.	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 sometimes you couldn't hear all the instruments.	=	Skills and techniques are applied at a limited level of proficiency.	The student attempts to apply the artistic processes. Evidence: Your Developmental Workbook shows limited attempts to use the creative cycle (Planning, Practicing, Polishing and Performing).
5-6	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions. Evidence: Your performance evolved from a plan in which you expressed your artistic intentions for the piece.	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, staccatos, legato tonguing, or any other articulations required, but some mistakes.	Your air support is acceptable, though some phrases were broken by breaths.	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 support 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.	The student shows a satisfactory ability to apply the artistic processes involved in creating art. Evidence: Your Developmental Workbook shows satisfactory use of the creative cycle (Planning, Practicing, Polishing and Performing).
7-8	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Evidence: Your performance evolved from a good plan in which you clearly expressed your artistic intentions for the piece.	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, staccatos, legato tonguing, or any other articulations required, with very few mistakes.	Your air support is good. You take proper breaths when it is appropriate, in the phrases, to do so. Only a few phrases were broken.	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.	The student shows a good ability to apply the artistic processes involved in creating art. Evidence: Your Developmental Workbook shows good use of the creative cycle (Planning, Practicing, Polishing and Performing).
9-10	The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions. Evidence: Your performance evolved from a well-developed plan that had purposeful expression and effective communication of your artistic intentions.	All of your rhythms were performed correctly and/or "in time."	All your notes were in tune or correct.	You accurately performed regular tonguing, slurs, staccatos, legato tonguing, or any other articulations required, with no mistakes.	Your air support is excellent, and you only breath when necessary or allowable, creating fluent passages that enhance style.	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.	The student shows an excellent ability to apply the artistic processes involved in creating art. Evidence: Your Developmental Workbook shows excellent use of the creative cycle (Planning, Practicing, Polishing and Performing).