

Performing Arts - Music - Solo Assessment Rubric - Level 4 / Grade 9



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			
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.
1-2	You haven't really showed what you intended to do with your music and your plan isn't really realised. (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, 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	=	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, 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.	=	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, 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.	=	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, 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.	=	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 intentions 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 performed 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.	=	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).

