Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Applied Performance Jury/Proficiency** Instrument/Voice\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_

**Music Department Rubric 2.2**

**Rubric #1329**

**Technique Exemplary (4) Competent (3) Acceptable (2) Unacceptable (1) Not Met/Failing (0)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Posture / Breath Support  Embouch. | Demonstrates appropriate embouchure or posture with adequate breath support for 95% or more of thephrases throughout the jury. | Demonstrates appropriate embouchure or posture with adequate breath support for 85% or more of the phrases throughout the jury. | Demonstrates appropriate embouchure or posture with adequate breath support for 75% or more of the phrases throughout the jury. | Demonstrates appropriate embouchure or posture with adequate breath support for 65% or more of the phrases throughout the jury. | Demonstrates appropriate embouchure or posture with adequate breath support for less than 65% of the phrases throughout the jury |
| Tone Quality | Tone quality is on par with performing professionals throughout 95% or more of the jury. | Tone quality corresponds to collegiate peers within their applied area throughout 85% or more of the jury. | Tone quality corresponds to collegiate peers within their applied area throughout 75% or more of the jury. | Tone quality corresponds to collegiate peers within their applied area throughout 65% or more of the jury. | Tone quality is underdeveloped and equivalent to students in secondary school throughout the jury. |
| Intonation  Piano Voicing | Plays/sings in tune throughout 95% or more of the jury.  Uses proper tonal balance between voices 95% of the jury. | Plays/sings in tune throughout 85% or more of jury.  Uses proper tonal balance between voices 85% of the jury. | Plays/sings in tune throughout 75% or more of the jury.  Uses proper tonal balance between voices 75% of the jury. | Plays/sings in tune throughout 65% or more of the jury.  Uses proper tonal balance between voices 65% of the jury. | Plays/sings in tune less then 65% of the jury.  Uses proper tonal balance between voices less than 65% of the jury. |
| Rhythmic Accuracy | Plays/sings with 95% or more rhythmic accuracy throughout the entire jury. | Plays/sings with 85% or more rhythmic accuracy throughout the entire jury. | Plays/sings with 75% or more rhythmic accuracy throughout the entire jury. | Plays/sings with 65% or more rhythmic accuracy throughout the entire jury. | Plays/sings with less than 65% rhythmic accuracy throughout the jury. |
| **Specifics**  **Voice**: Diction  **Strings**: Bow/  Fingering  **Instrumental**/ **Piano**: Fingering | Employs clear **diction** throughout 95% or more or the jury.  **Bowing** and Fingerings are 95% or more accurate through out the jury.  **Fingering** is appropriate 95% or more for the pieces performed throughout the jury. | Employs clear **diction** throughout 85% or more of the jury.  **Bowing** and Fingerings are 85% or more accurate through out the jury.  **Fingering** is appropriate 85% or more for the pieces performed throughout the jury. | Employs clear **diction** throughout 75% or of more the jury.  **Bowing** and Fingerings are 75% or more accurate through out the jury.  Fingering is appropriate 75% or more for the pieces performed throughout the jury. | Employs clear **diction** throughout 65% or more of the jury.  **Bowing** and Fingerings are 65% or more accurate through out the jury.  **Fingering** is appropriate 65% or more for the pieces performed throughout the jury. | Employs clear **diction** less than 65% or more of the jury.  **Bowing** and Fingerings are less than 65% accurate through out the jury.  **Fingering** is appropriate less than 65% of the time for the pieces performed throughout the jury. |

**Technique Total \_\_\_\_\_/**

**Artistry Exemplary (4) Competent (3) Acceptable (2) Unacceptable (1) Not Met/Failing (0)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phrasing | Exhibits artistic phrasing with shaping and contour of selected notes 95% or more of the phrases | Exhibits artistic phrasing with shaping and contour of selected notes 85% or more of the phrases | Exhibits artistic phrasing with shaping and contour of selected notes 75% or more of thephrases | Exhibits artistic phrasing with shaping and contour of selected notes 65% or more of the phrases | Exhibits artistic phrasing with shaping for less than 65% of the phrases |
| Dynamics | Plays/sings using dynamic contrasts throughout the **entire** pieces being performed | Plays/sings using dynamic contrasts throughout **most** the pieces being performed | Plays/sings using dynamic contrasts throughout **some** the pieces being performed | Plays/sings using dynamics contrast for **half** of the pieces being performed. | Plays/sings using dynamics contrast for **less** than half of the pieces being performed. |
| Articulation | Plays/sings using legato, staccato and other expressive markings as the music requires consistently throughout entire jury. | Plays/sings using legato, staccato and other expressive markings as the music requires **for most** of the jury | Plays/sings using legato, staccato and other expressive markings as the music requires **for some** of the jury | Plays/sings using legato, staccato and other expressive markings as the music requires for **half the jury.** | Plays/sings using legato, staccato and other expressive markings as the music requires **for less than half jury.** |
| Stage Presence  Vocal  Stage Presence Instrumental | Student performance clearly communicates the meaning of the text using appropriate vocal inflections **and** facial expressions  **Student exhibits** stage presence by communicating musical ideas through posture/stance 90% or more of the time and sets tempo with accompanist | Students performance clearly communicates the meaning of the text using appropriate vocal inflections **or** facial expressions  **Student exhibits** stage presence by communicating musical ideas through posture/stance 80% or more of the time and sets tempo with accompanist | Student performance communicates the meaning of the text using appropriate vocal inflections **some of the time**  **Student exhibits** stage presence by communicating musical ideas through posture/stance 70% or more of the time and sets tempo with accompanist | Student performance **rarely** communicates the meaning of the text using appropriate vocal inflections  **Student exhibits** stage presence by communicating musical ideas through posture/stance 60% or more of the time and sets tempo with accompanist | Student Performance does not communicate the meaning of the text or incorporate appropriate vocal inflections  **Student exhibits** stage presence by communicating musical ideas through posture/stance less than 60% of the time. Doesn’t set tempo with accompanist. |
| Performance  Practice |  |  | Student demonstrates appropriate performance practices in most of the jury | Student demonstrates appropriate performance practices during some of the jury. | Student demonstrates inappropriate performance practices throughout the jury |
| Memorize  Vocal/Piano |  |  | All required repertoire is memorized for jury and exhibits no memory lapses. |  | Required repertoire is not memorized; unable to perform 2 or more pieces by memory. |

**Comments**  **Artistry Total \_\_\_\_\_\_\_\_**

**Grand Total \_\_\_\_\_\_\_\_**

**Applied Teachers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**