

Band Rubric 2018-2019

Power Standard: Students will develop and refine intelligent musicianship skills in a variety of performance settings.

Knowledge Learning Targets	1	1.5	2	2.5	3	3.5	4
1.1 Rhythmic Accuracy I can play rhythmic patterns.	Rhythms are played with 6+ errors or with significant director assistance.	Rhythms are played with only 5 errors.	Rhythms are played with only 4 errors.	Rhythms are played with only 3 errors.	Rhythms are played with only 2 errors.	Rhythms are played with only 1 error.	Rhythms are played accurately with no errors.
1.2 Pitch Accuracy I can play pitches correctly.	Pitches are played with 6+ errors or with significant director assistance.	Pitches are played with 5 errors.	Pitches are played with 4 errors.	Pitches are played with 3 errors.	Pitches are played with 2 errors.	Pitches are played with 1 error.	Pitches are played accurately with no errors.
1.3 Good Tone I can play with good tone.	Characteristic tone is not produced or with significant director assistance.	Characteristic tone is not produced and the student lacks breath support and/or proper embouchure.	Characteristic tone is inconsistent and the student lacks breath support and/or proper embouchure.	Characteristic tone is progressing toward grade level.	Characteristic tone is clear and full. The student is producing an appropriate sound quality for their grade level.	Characteristic tone is clear and full. The student is beginning to create a more mature sound quality.	Characteristic tone is clear and full. The student is creating a mature sound quality.
1.4 Balance and Blend I can listen and play with appropriate balance and blend.	Student does not play with proper balance and blend or with significant director assistance.	Student plays with proper balance and blend with their neighbors most of the time.	Student plays with proper balance and blend with their neighbors consistently.	Student plays with proper balance and blend within their section most of the time.	Student plays with proper balance and blend within their section consistently.	Student plays with proper balance and blend within the ensemble most of the time.	Student plays with proper balance and blend within the ensemble consistently.
1.5 Intonation I can play with good intonation.	Student does not play in tune with a tuner or with significant director assistance.	Student plays in tune with a tuner, but does not adjust for the pitch tendencies of their instrument.	Student plays in tune with a tuner, but does not consistently adjust for the pitch tendencies of their instrument.	Student plays in tune with a tuner and adjusts for the pitch tendencies of their instrument within a limited range.	Student plays in tune with a tuner and adjusts for the pitch tendencies of their instrument within various ranges.	Student plays in tune by ear and adjusts for the pitch tendencies of their instrument within a limited range.	Student plays in tune by ear and adjusts for the pitch tendencies of their instrument within various ranges.
1.6 Rehearsal Skills I can practice positive participation in daily rehearsals. <ul style="list-style-type: none"> Supplies Behavior Musical Preparedness 	Supplies: Student does not have the supplies necessary to fully participate.			Supplies: Student needs to borrow supplies to participate.			Supplies: Student has all the supplies necessary to participate in every aspect of class.
	Behavior: Student is required to leave rehearsal due to behavior.	Behavior: Student is sent to the safe seat during rehearsal.	Behavior: Student requires multiple redirects for behavior.	Behavior: Student requires 1 redirect for behavior.	Behavior: Student rehearses positively with minimal lapses in focus throughout the entire rehearsal.	Behavior: Student rehearses positively by remaining focused and engaged throughout the entire rehearsal.	Behavior: Student rehearses in mature manner by remaining totally focused and engaged throughout the entire rehearsal.
	Preparedness: Student shows no evidence of preparation.			Preparedness: Student shows some evidence of preparation.			Preparedness: Student is fully prepared.
1.7 Playing with Expression I can interpret and apply terms and symbols to play musically. <ul style="list-style-type: none"> expression phrasing dynamics articulation tempo 	I do not understand the concept of playing with expression.		I understand the concept of playing with expression but struggle to apply it in performance.		I was able to play with expression most of the time.		I was able to play with expression all of the time.
1.8 Performance Etiquette I can apply performance etiquette in a concert setting. <ul style="list-style-type: none"> Proper dress Proper behavior before, during, and after performance Proper Audience Behavior Professionalism 	3+ infractions I did not have my instrument/supplies and/or was sent out for behavior and/or did not perform.		2 infractions		1 infraction		I performed in a mature manner, remained totally focused and engaged, positively represented my school, demonstrated appropriate behavior before, during, and after the performance, dressed appropriately, and was fully prepared by having my supplies and knowing my music.
	Example infractions (but not limited to): Not wearing appropriate dress clothes, talking during another group's performance, unable to remain focused and engaged, wasting time when getting ready, horseplay, having cell phones out, drawing attention to yourself in front of the audience, leaving performance early, etc.						