

Arts Assessment For Learning

MUSIC — 5TH GRADE

RUBRIC: IMPROVING SCALE PERFORMANCE

This summative assessment form was used to grade students as they prepared for their NYSSMA solo performance. Formatively it was used to guide individual goal setting and to peer assess.

TONE	The sound produced by the instrument.	4	3	2	1
Quality	The beauty and/or clarity of the instrumental sound.	4	3	2	1
Control/ Focus	The refinement of the instrumental sound in a musically appropriate and consistent manner	4	3	2	1
Breath Support	The physical process of producing the instrumental sound through the proper use of air.	4	3	2	1
Projection	The ability to project the tone into the performing area.	4	3	2	1
Embouchure	The position of the lip, jaw and facial muscles in relation to the instrument and the performer's physical characteristics.	4	3	2	1

INTONATION	The accuracy of pitches in relation to each other and/or a fixed standard	4	3	2	1
Tuning	The ability to match the pitch of a fixed standard.	4	3	2	1
Tonality	The ability to play in tune with oneself.	4	3	2	1

TECHNIQUE	The physical ability and mechanical dexterity required to produce notes correctly.	4	3	2	1
Tonguing	The correct use of the tongue in the attaching and releasing of notes.	4	3	2	1
Facility	The smoothness of the dexterity of fingers and/or hand coordination.	4	3	2	1
Flexibility	The ease of maneuverability throughout the range of the instrument.	4	3	2	1

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Posture	The position of the body, arms, hands and fingers in relation to the instrument and the performer's physical	4	3	2	1
ACCURACY	The exact realization of the notated music.	4	3	2	1
Articulation	The performance of the separation and/or connection of notes as written.	4	3	2	1
Accuracy of Notes	The performance of notes as written.	4	3	2	1
Accuracy of Rhythmic	The performance of rhythms as written.	4	3	2	1
Steadiness of Rhythms	The performance at a steady speed with regard to the metronomic and/or expressive markings of the composition.	4	3	2	1
Pulse	The performance of natural accents implied by the meter of the composition.	4	3	2	1

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SIGHT READING	The ability to perform a musical excerpt at sight.	4	3	2	1
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INTERPRETATION	The performer's realization of the composers' aesthetic intent and the performer's artistic expression	4	3	2	1
Dynamics	The contrast between loud and soft.	4	3	2	1
Style	The understanding of the composer's musical intent consistent with the historical period of the composition.	4	3	2	1
Tempo	The speed of the music according to the metronomic, stylistic, and/or expressive markings of the music.	4	3	2	1
Phrasings	The shaping of a musical idea.	4	3	2	1
Expression	The performer's understanding of the aesthetic qualities inherent in the composition.	4	3	2	1
Artistry	The performer's musical and expressive involvement in the music.	4	3	2	1

SCALES	Bb, C, D, Eb, F, G, Ab, A (Must learn 3) One octave - up and down.	4	3	2	1
		4	3	2	1
		4	3	2	1
		4	3	2	1

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Accuracy of Notes	The performance of notes as written.	4	3	2	1
Accuracy of Rhythm	The performance of rhythms as written.	4	3	2	1
Accuracy of Articulation	The performance of articulations as written.	4	3	2	1
Accuracy of Dynamics	The performance of dynamics as written.				