Top of Form

**Total: /20**

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| **Band Performance Rubric** | | **Student Name** | |  | | | |
| **Grade** | |  | | | |
| **Date** | |  | | | |
| **Task** | |  | | | |
| **Level**  **Criteria** | **4**  **Excellent** | | **3**  **Proficient** | | **2**  **Adequate** | **1**  **Limited** \* | **Insufficient / Blank \*** |
| **Rhythm** | Accurate performance with precise rhythm throughout performance | | Performed with minimal rhythmic errors throughout | | Performed with substantial rhythmic errors throughout | Unable to perform written rhythms in performance | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Note Accuracy** | Consistent accuracy of printed pitches and ideal intonation is demonstrated | | Accuracy of printed pitches and ideal intonation is demonstrated with minor errors | | Accuracy of printed pitches and ideal intonation is demonstrated with substantial errors | Unable to demonstrate printed pitches and ideal intonation |
| **Tone Quality**  **(air control, focus, embouchure consistency, warm resonance)** | Performed a compelling quality of tone through air control, focus, embouchure consistency, and warm resonance | | Performed a skilful quality of tone through air control, focus, embouchure consistency, and warm resonance with minor errors | | Performed quality of tone through air control, focus, embouchure consistency, and warm resonance with substantial errors | Unable to perform quality of tone through air control, focus, embouchure consistency, and warm resonance |
| **Articulation (attacks, releases, slurs, and style)** | Performed articulations with perfect stylistic accuracy; attacks, releases and slurs | | Performed articulations, stylistic accuracy; attacks, releases and slurs with minor errors | | Performed articulations, stylistic accuracy; attacks, releases and slurs with substantial errors | Unable to perform articulations, stylistic accuracy; attacks, releases and slurs |
| **Expression (tempo, dynamics, tone colour)** | Consistently performed expressive elements; phrase length, breath marks, tempo change and dynamic markings as written | | Performed expressive elements; phrase length, breath marks, tempo change and dynamic markings as written with minor errors | | Performed expressive elements; phrase length, breath marks, tempo change and dynamic markings as written with substantial errors | Unable to perform expressive elements; phrase length, breath marks, tempo change and dynamic markings as written |

**Self Assessment:**

1. If you were to give yourself an overall grade in band what would that mark be? /100

2. Explain why you would give yourself that mark in 3 sentences.

3. What areas do you need to work on in band? Bottom of Form