

## Orchestra Sight-reading Evaluation **Updated 2020**

### Tone (for the classification entered)

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Students <u>consistently</u> perform with mature, characteristic sounds.</li> <li>Students <u>consistently</u> use vibrato to enhance tone quality.</li> <li>Pitches are <u>consistently</u> centered and focused.</li> <li>Students <u>consistently</u> perform balance/blend with only minor lapses that are quickly corrected.</li> <li>The ensemble <u>consistently</u> demonstrates an awareness of tuning within and between sections. (“near perfect”)</li> <li>Dynamic contrast is <u>consistently</u> obvious and effective.</li> <li>Students <u>consistently</u> perform with proper tonal support and little or no distortion.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>usually</u> perform with mature, characteristic sounds.</li> <li>Students <u>usually</u> use vibrato to enhance tone quality.</li> <li>Pitches are <u>usually</u> centered and focused.</li> <li>Students <u>usually</u> perform balance/blend but there are obvious flaws that do not recover quickly.</li> <li>Ensemble <u>usually</u> demonstrates an awareness of tuning within and between sections but there are numerous minor flaws.</li> <li>Dynamic contrast is <u>usually</u> obvious and effective.</li> <li>Students <u>usually</u> perform with proper tonal support and little or no distortion.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>sometimes</u> perform with mature, characteristic sounds.</li> <li>Students <u>sometimes</u> use vibrato to enhance tone quality.</li> <li>Pitches are <u>sometimes</u> centered and focused.</li> <li>Students <u>sometimes</u> perform balance/blend but lapses consistently occur.</li> <li>The ensemble <u>sometimes</u> demonstrates an awareness of tuning within and between sections but problems consistently occur.</li> <li>Dynamic contrast is <u>sometimes</u> obvious and effective.</li> <li>Students <u>sometimes</u> perform with proper tonal support and little or no distortion.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>rarely</u> perform with mature, characteristic sounds.</li> <li>Students <u>rarely</u> use vibrato to enhance tone quality.</li> <li>Pitches are <u>rarely</u> centered and focused.</li> <li>Students <u>rarely</u> perform balance/blend within the ensemble</li> <li>The ensemble <u>rarely</u> demonstrates an awareness of tuning within and between sections. There are an extreme amount of flaws.</li> <li>Dynamic contrast is <u>rarely</u> obvious and effective.</li> <li>Students <u>rarely</u> perform with proper tonal support and little or no distortion.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>seldom</u> perform with mature, characteristic sounds.</li> <li>Students <u>seldom</u> use vibrato to enhance tone quality.</li> <li>Pitches are <u>seldom</u> centered and focused.</li> <li>Students <u>seldom</u> perform balance/blend within the ensemble.</li> <li>The ensemble <u>seldom</u> demonstrates an awareness of tuning within and between sections.</li> <li>Dynamic contrast is <u>seldom</u> obvious and effective.</li> <li>Students <u>seldom</u> perform with proper tonal support and little or no distortion.</li> </ul>

### Technique (for the classification entered)

<ul style="list-style-type: none"> <li>Most pitches are correct. Missed key/accidentals are corrected quickly.</li> <li>Students <u>consistently</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity that recover quickly.</li> <li>Rhythmic approach is <u>consistently</u> uniform throughout the ensemble.</li> <li>Articulation is appropriate all of the time and is consistent throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Most pitches are correct but missed key/accidentals are not corrected quickly.</li> <li>Students <u>usually</u> demonstrate manual dexterity and flexibility but there are often lapses in precision and clarity that do not recover quickly.</li> <li>Rhythmic approach is <u>usually</u> uniform throughout the ensemble.</li> <li>Articulation is appropriate most of the time, but there are occasions when inconsistencies detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students miss pitches and do not recover quickly.</li> <li>Students <u>sometimes</u> demonstrate manual dexterity and flexibility but there is a consistent loss of precision and clarity that do not recover quickly.</li> <li>Rhythmic approach is <u>sometimes</u> uniform throughout the ensemble.</li> <li>Articulation is used inappropriately at times.</li> </ul>	<ul style="list-style-type: none"> <li>Students miss numerous pitches throughout the performance.</li> <li>Students <u>rarely</u> demonstrate manual dexterity and flexibility but there is an overall loss of precision and clarity.</li> <li>Rhythmic approach is <u>rarely</u> uniform throughout the ensemble.</li> <li>Articulation is inappropriate most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Students miss pitches and do not recognize use of key/accidentals.</li> <li>Precision and clarity is <u>seldom</u> present.</li> <li>Rhythmic approach is <u>seldom</u> uniform throughout the ensemble.</li> <li>There is an inappropriate approach to total articulation.</li> </ul>
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### Musicianship (for the classification entered)

<ul style="list-style-type: none"> <li>Students <u>consistently</u> use proper musical style on all selections.</li> <li>Students are very sensitive to musical phrasing, shaping phrases and giving direction to musical lines.</li> <li>Students <u>consistently</u> achieve dynamic variation and use musical nuance.</li> <li>Performers <u>consistently</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>usually</u> use proper musical style with only minor inconsistencies.</li> <li>Students are sensitive to musical line and phrasing, but there are minor flaws that detract from the performance.</li> <li>Students are <u>usually</u> consistent in achieving dynamic variation and use musical nuance.</li> <li>Performers <u>usually</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>sometimes</u> use proper musical style but there are noticeable inconsistencies.</li> <li>Students give little attention to musical phrases and shaping.</li> <li>Students are <u>sometimes</u> consistent in achieving dynamic variation and use musical nuance.</li> <li>Performers <u>sometimes</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>rarely</u> address musical style.</li> <li>Students fail to shape musical phrases.</li> <li>Students are <u>rarely</u> consistent in achieving dynamic variation and use musical nuance.</li> <li>Students <u>rarely</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>seldom</u> address musical style.</li> <li>No attention appears to have been given to proper shaping of musical line and phrasing.</li> <li>Students <u>seldom</u> achieve dynamic variation and use musical nuance.</li> <li>Students <u>seldom</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.</li> </ul>
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