

## Band Sight-Reading Evaluation

### 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 play with mature, characteristic sounds <u>throughout</u> the performance</li> <li>Pitches are centered and focused.</li> <li>Students perform with good balance/blend with only <u>minor lapses</u> that are quickly corrected.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Dynamic contrast is <u>obvious and effective</u>. Students perform with proper support and with little or no distortion.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit excellent mature, characteristic tone, but there are occasional flaws where students are unable to control and focus the sounds.</li> <li>Good balance and blend within and between sections is demonstrated but there are <u>obvious flaws</u> that do not recover quickly.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>numerous</u> flaws.</li> <li>Dynamic contrasts are not always obvious and/or are performed with a lack of control.</li> </ul>	<ul style="list-style-type: none"> <li>Students perform with a fundamental approach to good tone production but performers are <u>often</u> pushed beyond their ability to control tone quality in varying dynamic ranges.</li> <li>Proper breath support is lacking <u>at times</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched</li> <li>Balance and blend are present, but <u>lapses</u> consistently occur.</li> <li>Instruments are tuned, but individual and sectional problems <u>consistently</u> occur.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit an <u>immature</u> approach to characteristic sound throughout most of the performance</li> <li>Performers demonstrate a lack of understanding of balanced musical lines and blend of sounds within the ensemble</li> <li>Performers demonstrate little awareness of tuning tendencies of instruments and uniform intonation within the ensemble. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate poor characteristic tone quality and have little or no control or focus of their sound</li> <li>Performers appear to have no understanding of balancing musical lines and blending sounds within sections or the ensemble</li> <li>Performers demonstrate no understanding of tuning tendencies of instruments or sensitivity to uniform intonation within the ensemble</li> <li>There is little or no evidence of attempts and dynamic contrast</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>Manual dexterity and flexibility are <u>near flawless</u> with only <u>minor</u> flaws that recover quickly</li> <li>Precision and clarity are good <u>at all</u> tempos</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble</li> <li>Articulation is appropriate and <u>consistent</u> 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>Manual dexterity and flexibility are excellent, but there are often lapse that do not recover quickly.</li> <li>Precision and clarity are good but some passages are occasionally not performed together.</li> <li>Articulation is appropriate much 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>Manual dexterity and flexibility are good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>There are <u>inconsistencies</u> in rhythmic approach.</li> <li>Rapid passages are not performed together.</li> <li>Attacks and releases are inconsistent throughout much of the performance.</li> <li>Articulation is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Students miss <u>numerous</u> pitches throughout the performance.</li> <li>Manual dexterity and flexibility are obviously missing resulting in overall lack of clarity and precision.</li> <li>Attacks and releases are not performed together <u>most</u> of the time.</li> <li>Articulation is inappropriate <u>most</u> 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>Performers’ manual dexterity and flexibility are pushed <u>beyond</u> their ability to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an inadequate approach to <u>total</u> articulation performed in the music.</li> </ul>
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### Musicianship (for the classification entered)

<ul style="list-style-type: none"> <li>Students perform artistically with the appropriate musical style on <u>all</u> selections</li> <li>Students are very sensitive to musical phrasing, shaping phrases and giving direction to musical lines.</li> <li>Students give <u>obvious</u> attention to musical nuance and dynamic markings.</li> <li>Students perform the music at an <u>appropriate</u> tempo.</li> <li>Performers <u>convey</u> an artistic, energetic, and emotional understanding of the music to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students perform artistically with the appropriate 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’ use of musical nuance and dynamics are effective, but there are minor flaws.</li> <li>Tempo is excellent for the selections performed, but there are minor lapses – rushing, dragging - that detract from the performance.</li> <li>Students convey musical understanding <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Performers use proper style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Performers <u>often</u> rush phrase endings and fail to shape musical phrases.</li> <li>Performers exhibit an awareness of pulse and tempo, but there are <u>lapses</u> and performers are <u>often</u> slow to recover.</li> <li>Performers are <u>inconsistent</u> in achieving dynamic variation and use of musical nuance markings.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little attention is given to proper shaping of musical lines and phrasing.</li> <li>Tempos slow or inconsistent throughout <u>most</u> of the performance.</li> <li>Little attention is given to musical nuance and dynamic contrast.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>There is no attempt to address musical style throughout the performance.</li> <li>No attention proper shaping of musical line and phrasing.</li> <li>Tempos are inadequate for the music performed.</li> <li>Almost no attention is given to musical nuance and dynamic variation.</li> <li>Students’ display of musical understanding is inadequate due to a lack of most all fundamental performance skills.</li> </ul>
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