

RUBRIC: Individual Skills Performance Assessment

A = Intonation is accurate throughout. No rhythmic errors. Tempo is accurate and consistent with the printed tempo markings. Student's tone is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.

B = Intonation is accurate, but student fails to adjust on isolated pitches, yet demonstrates minimal intonation difficulties. Student may perform a few wrong rhythmic figures. Tempo approaches the printed tempo markings, yet the performed tempo does not detract significantly from the performance. Student performs with a characteristic tone quality in most ranges, but distorts occasionally in some passages.

C = Intonation is mostly accurate, but includes out of tune notes. The student does not adjust problem pitches to an acceptable standard of intonation. Student performs some wrong rhythmic figures. Tempo is different from the printed tempo marking, resulting in inappropriate tempo for the selection, yet remains consistent. Student exhibits some flaws in production, i.e. a slightly thin or unfocused sound. Bow is not always used efficiently.

D = Performance exhibits a basic sense of intonation, yet has significant problems. Student makes no apparent attempt at adjustment of problem pitches. Student performs many wrong rhythmic figures that detracted from overall performance. Student was unable to complete the passage. Tempo is inconsistent, i.e. rushing, dragging, inaccurate tempo changes. Tone has several major flaws in basic production. There is a consistently thin unfocused sound.

F = Intonation is not accurate. Student's performance is continuously out of tune. Student's performance has a significant number of rhythmic errors: whole sections incorrectly performed. Tempo is not accurate or consistent. Student performs with a tone quality that is not characteristic of the instrument.

Grade: _____

Suggestions:

Facility

- Practice slowly with a metronome.
- Practice fast notes with dotted rhythms.
- Practice in groups with rests between groups.
- Emphasize beat one.
- Practice string crossings on open strings.
- Practice bowing patterns on open strings.

Intonation

- Use a tuner or drone to check intonation.
- Practice slowly with a metronome.
- Check with open strings.

Phrasing

- Use vibrato, especially on long notes.
- Use more dynamic contrast.
- Sustain until the end of the phrase.
- Cresc and dim with the musical line.
- Avoid "accented up-bows" or unnecessary notes that stick out.