

South Belton Band Rehearsal Etiquette & Musical Standards Rubric

Grade/ Rating	Group Rehearsal Etiquette	Group Musical Standards
100-80 (Superior)	<p><u>Professional</u> in all aspects, the performers & the presentation may be compared to the <u>finest possible</u>. There are <u>no distractions</u> in the instructional & technical execution of the rehearsal, which is perceived as <u>flawless</u>. Expectations from director(s) are <u>clear</u>, and the rehearsal is among the <u>best possible</u>. Students follow <u>all rehearsal & protocol</u> to the letter, and <u>do not allow distractions</u> in their environment to interfere with the rehearsal. <u>Individual dedication</u> is evident in all individuals. Rehearsal <u>efficiency is at its peak</u>, and all members are enriched as a result.</p>	<p><u>Professional</u> in all aspects, the performer and presentation may be compared to the <u>finest musicians</u> on the instrument. There are <u>no distractions</u> & the execution of the piece is perceived as <u>flawless</u>. Articulation & tone quality are <u>clear and never</u> a distraction. The ensemble <u>sounds are among the best</u> at the middle or high school level. <u>All technical demands of the piece are executed fluently and moments of true artistic expression are frequent</u> as all elements of a <u>well-prepared performance</u> are in place.</p>
79-60 (Excellent)	<p>Ensemble participation and the <u>presence of concentration & effort</u> is evident in <u>all members</u> of the ensemble. Attention is paid to the <u>prescribed sequence of rehearsal procedures</u> by <u>all members</u>. Transitional noise is <u>absent</u>, and the <u>achievement level is high</u>. <u>Characteristic sounds</u> and correct posture & hand position are <u>occurring in all but a few</u> individuals. There is an <u>obvious dedication to excellence</u> in learning, achievement, & adherence to all aspects of the system in place.</p>	<p>Notes, rhythms, articulations, dynamics, & phrasing are <u>correct</u> and performed <u>confidently</u>. <u>Slight errors</u>, if they occur, are <u>handled without stopping</u>. <u>Tempos</u> are <u>appropriate</u> for the piece and the skill & musicianship of the performers. Breathing is <u>natural</u> and <u>rarely</u> causes distraction. The performance would generally qualify as a Region Honor Band.</p>
59-40 (Average)	<p>Ensemble participation and the presence of concentration and effort is evident in a <u>substantial</u> portion of the ensemble. Attention is being paid to the prescribed sequence of rehearsal procedures by <u>some</u> members of the group. Transitional noise is <u>present but muted</u>, and directed towards performance issues. Characteristic sounds and correct posture & hand position are occurring in the <u>majority</u> of individuals & sections, but because of the <u>lack of personal interest & commitment</u> from some members, the full potential of the ensemble is <u>not being approached</u>.</p>	<p>Comprehension is demonstrated, as note & rhythmic errors are <u>almost nonexistent</u>. Rhythms are performed <u>correctly</u> but <u>may be uneven</u> or have a <u>tendency to change</u> tempo. Dynamic contrast is present and <u>convincing</u>. <u>Correct</u> articulation is present although may be <u>inconsistent</u>. Tone quality is <u>mostly characteristic</u>, but may <u>suffer</u> in technical passages. Phrasing may <u>not</u> be <u>fully refined</u> and performers <u>occasionally</u> displays expression beyond mere notes.</p>
49-20 (Below Average)	<p>There is an <u>attempt</u> at ensemble participation and the presence of <u>some</u> concentration & effort from a <u>portion</u> of the group. <u>Some</u> attention is being paid to the prescribed sequence of rehearsal procedures by <u>some</u> group members. Transitional noise & <u>inattentiveness</u> contribute to <u>reduced lack of learning</u>. Fundamental elements are <u>recognizable</u>, but the full potential of the ensemble is <u>not</u> being approached.</p>	<p>An <u>awareness of key</u> is present, though <u>frequent error</u> may occur in notes and rhythms. Tone quality is <u>developing</u> properly, though <u>inconsistencies</u> may exist. Tempos are <u>constant</u>, but may be <u>significantly below</u> those required. There is some dynamic contrast. <u>Frequent</u> or <u>occasional errors</u> may prevent any meaningful musical communication.</p>
19-0 (Poor)	<p>There is a <u>superficial level</u> of ensemble participation and the presence of only <u>minimal</u> concentration & effort. <u>Little or no</u> attention is being paid the the prescribed sequence of rehearsal procedures. Fundamental elements are <u>not possible</u> because of <u>lack of personal interest</u>.</p>	<p>There is a <u>superficial level</u> of preparation and the presence of <u>some</u> fundamental technical skill. <u>Wrong</u> notes & rhythms are a <u>constant</u> distraction, and <u>little or no attention</u> to articulation & dynamics is evident. Characteristic sounds may or may <u>not</u> be present.</p>