

# North Carolina Bandmasters Association

## Music Performance Adjudication Rubric

### CONCERT BAND – SIGHT READING

<p>Achievement Level _____ Grade</p> <p>Performers <b>Frequently</b> = A</p> <p>Performers <b>Occasionally</b> = B</p> <p>Performers <b>Rarely</b> = C</p> <p>Performers <b>Almost Never</b> = D</p> <p>Performers <b>Never</b> = F</p>	<p>Use the "<b>Achievement Level</b>" for each "<b>Indicator</b>" section to assist in determining a grade for each "<b>Category</b>". Ensembles may earn a grade in a given "<b>Category</b>" without all indicators having the same "<b>Achievement Level</b>".</p> <p>You may use + and – marks within each category.</p> <p>"<b>Key Words</b>" may be used to provide additional information and should reflect achievement within the category.</p> <p>Your final overall rating should reflect the grades assigned to each "<b>Category</b>". No + or - signs may be used for the <i>final</i> rating.</p>
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Category	Indicator	Key Words ( + / - )
Tone Quality	<ul style="list-style-type: none"> <li>• Produce a dark, characteristic tone quality</li> <li>• Produce a focused, controlled sound in all ranges and registers</li> <li>• Demonstrate proper use of vibrato</li> <li>• Produce a quality sound on percussion instruments through proper technique and choice of equipment</li> </ul>	Breath Support Upper Range Lower Range Embouchure
Intonation	<ul style="list-style-type: none"> <li>• Produce uniform tonal focus throughout the ensemble</li> <li>• Demonstrate careful attention to tuning and pitch processes</li> <li>• Understand chordal and harmonic structures</li> <li>• Adjust any perceived pitch issues</li> <li>• Demonstrate percussion tuning to match the ensemble</li> </ul>	Listening for Pitch Adjusting Pitch Issues Unisons Melodic Pitch
Technique	<ul style="list-style-type: none"> <li>• Meet technical demands with precision</li> <li>• Demonstrate and understanding of styles of articulation</li> <li>• Demonstrate dexterity in performing technical passages</li> <li>• Start and stop together, within sections and across the ensemble</li> </ul>	Finger Precision Articulations Keys, Note Values Accent, Marcato Accuracy
Rhythm	<ul style="list-style-type: none"> <li>• Demonstrate control of rhythm</li> <li>• Maintain tempo</li> <li>• Produce steady pulse and meter</li> <li>• Demonstrate control in all meters present</li> </ul>	Dotted Rhythms Agogic Pulse Vertical Alignment Subdivision
Balance	<ul style="list-style-type: none"> <li>• Produce correct balance in all sections of the music</li> <li>• Demonstrate balance between inner and outer voices</li> <li>• Demonstrate the melodic line as the prevalent voice</li> <li>• Understand the supportive relationship between the wind and percussion sections in the ensemble</li> </ul>	Environment Placement
Musicianship	<ul style="list-style-type: none"> <li>• Demonstrate attention to detail</li> <li>• Demonstrate the music's expressive features</li> <li>• Shape phrases using dynamics, articulation, and direction</li> <li>• Produce effective moods and emotions</li> <li>• Demonstrate an understanding of musical style</li> </ul>	Sensitivity Training
Utilization of Preparatory Time	<ul style="list-style-type: none"> <li>• Demonstrate, through their sight-reading performance, comprehension of director's instruction, and appropriate use of preparatory time</li> <li>• Participate in silent music study and/or drills as needed</li> <li>• Demonstrate appropriate discipline and attention to detail</li> </ul>	Confidence Recognition Recovery from Error Keys, Meters, Tempi Repeats, D.S., D.C., Coda