

GIFFORD MIDDLE SCHOOL ORCHESTRA
Beginning Orchestra
Individual Performance Assessments

1. Balanced and Lengthened Posture

- a. Static: instrument position

INSTRUMENT AND ARM PLACEMENT RUBRIC (additive) (5 points)

CRITERIA	POINTS
Body is balanced and centered over feet	1
Body is lengthened	1
Violin or viola falls naturally between shoulder and chin in playing position. Cello contacts knees and chest and 'C' peg rests behind player's left ear. Bass balances correctly on left hip (standing) or leg (sitting).	1
Instrument is angled to provide ease of access for bowing and fingering	1
Elbow falls over left foot, under instrument (violin, viola) OR Elbow maintains correct height (cello and bass)	1
TOTAL	

2. Proper Bow Hold (see *Orchestra Expressions*, pg. 7 & 11 for illustrations)

- a. Static: resting bow on string

BOW HOLD RUBRIC (additive) (5 points)

CRITERIA	POINTS
Thumb bent at both knuckles and contacting and base of thumbnail contacting hair	1
Index finger placed on side, between middle knuckle and top knuckle	1
Middle finger contacts stick, across from thumbnail, just above top knuckle (violin and viola) or between the middle knuckle and top knuckle (cello and bass)	1
Ring finger contacts stick, at top knuckle crease (violin and viola), or between middle knuckle and top knuckle (cello and bass)	1
Little finger rests on top of bow stick (violin and viola), or on top knuckle crease (cello and bass)	1
TOTAL	

3. Bow is drawn parallel to bridge and is in the proper direction

- a. Open strings: whole, half and quarter notes

BOWING MOTION RUBRIC (continuous) (5 points)

CRITERIA	POINTS
Fingers display functionality (purposeful flexion/not tense)	1
Fingers passively flex inward at change to down-bow	2
Fingers passively flex outward at change to up-bow	3
Elbow joint opens/closes with bow change	4
Direction change is sequential (anticipated in upper-arm, leading to elbow, wrist, fingers)	5
TOTAL	

4. String Crossings (*Orchestra Expressions* pg. 13 for illustration)

- a. Three String Waltz

STRING CROSSING RUBRIC (additive) (5 points)

CRITERIA	POINTS
Bow angle stays parallel to the bridge	1
Bowing direction changes are sequential	1
Vertical height of the arm is appropriate for the string being played	1
Elbow joint opens/closes with bow change	1
One string is performed at a time	1
TOTAL	

5. Open String Bow rhythms: Flexibility of Wrist and Elbow (middle of bow)

- 'Pepp-er-oni Pi-zza'
- 'Run-Po-ny, Run-Po-ny'
- 'Pea-nuts, and Pop-corn'
- 'Grand-ma drives a mo-tor-cy-cle'

BOWING MOTION RUBRIC (continuous) (5 points)

CRITERIA	POINTS
Fingers display functionality (purposeful flexion/not tense)	1
Fingers passively flex inward at change to down-bow	2
Fingers passively flex outward at change to up-bow	3
Elbow joint opens/closes with bow change	4
Direction change is sequential (anticipated in upper-arm, leading to elbow, wrist, fingers)	5
TOTAL	

6. Bow Distribution / Division

- Perform a D Major Pentascale using this rhythm: ♪♪ ♪♪

BOW DISTRIBUTION RUBRIC (additive) (5 points)

CRITERIA	POINTS
Bow angle stays parallel to the bridge	1
Bowing direction changes are sequential	1
Amount of bow corresponds with the length of note	1
Elbow joint opens/closes with bow change	1
Bowing thumb is bent	1
TOTAL	

7. Left Arm and Finger Placement on the D String (illustration on pg. 6 & 12)

- Perform Pentascale #1: Orchestra Expressions, p. 19, No. 46

LEFT FINGER PLACEMENT RUBRIC (additive) (5 points)

CRITERIA	POINTS
Instrument is angled to provide ease of access for bowing and fingering	1
Elbow falls over left foot, under instrument (violin, viola) OR Elbow maintains correct height (cello and bass)	1
Left hand is balanced on arm (i.e., hand does not lean back or forward, providing access for finger extensions both directions, plus ease of motion for future vibrato)	1
Hand is angled to allow all fingers to contact string while maintaining curved knuckles	1
Hand contacts neck slightly above base knuckle of index finger (violin and viola). Left thumb maintains a relaxed and bent shape behind the space between index and middle fingers (cello and bass)	1
TOTAL	

8. Twinkle Test (sheet music packet)

- a. Pep-per-o-ni Pi-zza
- b. Run-Po-ny, Run-Po-ny
- c. Pea-nuts, and Pop-corn
- d. Grandma Drives a Motorcycle
- e. Long Bow

IN TUNE	IN TIME	IN TONE	IN TOUCH	BOWING
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player demonstrates the ability cleanly articulate all bow strokes
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Player performs rhythms accurately but does not effectively articulate the bow.

Total: _____ Score: _____

9. Detaché Bow Stroke, Varying Bow Speed

- a. French Folk Song (Sheet music packet)
- b. Lightly Row (sheet music packet)
- c. Go, Tell Aunt Rody (sheet music packet)

IN TUNE	IN TIME	IN TONE	IN TOUCH	BOWING
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player demonstrates the ability fluidly change all bow strokes
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Player performs rhythms accurately but does not effectively articulate the bow.

Total: _____ Score: _____

10. Staccato Bow Stroke

- a. Allegro (sheet music packet)

IN TUNE	IN TIME	IN TONE	IN TOUCH	BOWING
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player demonstrates the ability to clearly separate all bow strokes
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Player performs rhythms accurately but does not effectively articulate the bow.

Total: _____ Score: _____

11. Finger Pattern #2 (illustration *Orchestra Expressions* p. 42)

a. Old Joe Clarke (sheet music packet)

IN TUNE	IN TIME	IN TONE	IN TOUCH	FINGER PATTERN #2
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Half step is placed accurately between the first and second finger.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Half step is performed but the upper note is slightly sharp.

Total: _____ Score: _____

12. Bow Lift / Retake

a. Ode to Joy (G Major) (sheet music packet)

IN TUNE	IN TIME	IN TONE	IN TOUCH	BOW LIFT
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Bow is lifted and reset in a simple motion while maintaining a correct bow hold.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Correct bow hold is maintained, but bow is not lifted and reset efficiently.

Total: _____ Score: _____

13. Slurring Two Notes to a bow

a. Jasmine Flower (*Orchestra Expressions*, p. 35, No. 111)

IN TUNE	IN TIME	IN TONE	IN TOUCH	SLURS
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Bow is distributed evenly between the two notes of the slur.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Slur is executed, but the notes are not distributed evenly.

Total: _____ Score: _____

14. Performing in 3/4 Time

a. Lullaby (*Orchestra Expressions*, p. 37, No. 118)

IN TUNE	IN TIME	IN TONE	IN TOUCH	3/4 METER
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player clearly displays a sense of 3/4 meter while performing the melody
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Player accurately plays the melody but does not display a clear sense of meter

Total: _____ Score: _____

15. Chromatic Alterations

a. Orchestra Expressions: p. 40, No. 128

IN TUNE	IN TIME	IN TONE	IN TOUCH	HALF STEPS
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player displays effective vertical technique while adjusting fingers for half steps.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Fingers move horizontally without a vertical element as they adjust on the half step.

Total: _____ Score: _____

16. The '1-2' finger pattern / minor mode

a. The Snake Charmer: Orchestra Expressions: p. 43, No. 139

IN TUNE	IN TIME	IN TONE	IN TOUCH	1-2 PATTERN
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Half step is placed accurately between the first and second finger.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Half step is performed but the upper note is slightly sharp.

Total: _____ Score: _____

17. Complete Musicianship:

a. Bach Minuet #1

IN TUNE	IN TIME	IN TONE	IN TOUCH	Bowing
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Player demonstrates use of dynamics, phrasing and shapes the musical line.	2 = Player performs with a relaxed right arm and hand, creating a natural tone and phrase shape.
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Player performs with a characteristic sound, but it is sometimes wavering.	1 = Player occasionally shapes the musical line and has a moderate use of dynamics.	1 = Player bows in the correct direction but arm and/or hand display tension.

Total: _____ Score: _____

18. Tuning my own Instrument

- a. Tune the A String to a guide pitch
i. Preparation for next year

INSTRUMENT TUNING RUBRIC (Continuous) (5 points)

CRITERIA	POINTS
Student is 3.6 Hz. or more from (A440 for violin and viola, A220 for cello, A55 for bass)	1
Student is within 3.5 Hz. of (A440 for violin and viola, A220 for cello, A55 for bass)	2
Student is within 2.5 Hz. of (A440 for violin and viola, A220 for cello, A55 for bass)	3
Student is within 1.5 Hz of (A440 for violin and viola, A220 for cello, A55 for bass)	4
Student is within .9 Hz of (A440 for violin and viola, A220 for cello, A55 for bass)	5
TOTAL:	

19. Folk Tune Project

You will prepare and perform a folk song with a colleague. This must be a different tune than any that we have studied in class. I encourage you to find a folk song from your own cultural heritage.

FOLK TUNE PROJECT RUBRIC

___/2: Performance is In Tune

___/2: Performance is In Time

___/2: Performance is In Tone

___/2: Performance is In Touch

___/1: Performance is memorized

___/1: Performance included non-musical elements which contributed to the performance.

+1: Performer sings at least one verse

IN TUNE (2)	IN TIME (2)	IN TONE (2)	IN TOUCH (2)	Memorized (1)	Non-Musical Element (1)	Performer sings (+1)
2 = All notes are accurate and pitch is consistent with only one or two exceptions.	2 = Both rhythm and pulse are accurate and steady.	2 = Tone is characteristic and consistent.	2 = Student demonstrates use of dynamics, phrasing and shapes the musical line.	1 = piece is performed from memory	1 = Performance included a non-musical element which contributed to the presentation.	+1 = Performer sings at least one verse of the piece
1 = Most notes are correct, but several notes are out of tune	1 = Rhythm and/or pulse is accurate, but the other is sometimes inconsistent.	1 = Student plays with a characteristic sound, but it is sometimes wavering.	1 = Student occasionally shapes the musical line and has a moderate use of dynamics.			

Total Score: ___/10 Grade: _____

COMMENTS:

STUDENT PERFORMANCE RUBRIC

Name: _____

Date: _____

Instrument: _____

Selection(s): _____

Right Hand Position

- 1 Student does not demonstrate correct placement of fingers or functional bow hold
- 2 Student demonstrates some correct finger placement, but not all aspects are correct
- 3 Student has correct finger placement, but does not demonstrate functional bow hold or fluidity
- 4 Student demonstrates consistent finger placement and functional bow hold

Left Hand Position

- 1 Left hand and arm is completely incorrect
- 2 Left arm is in correct position but wrist/hand do not address instrument correctly
- 3 Left arm, wrist, and hand are in correct position, but are not flexible
- 4 Left arm is fully functional

Posture/Instrument Position

- 1 Posture is not lengthened or balanced
- 2 Posture is lengthened and balanced, but instrument is not held correctly
- 3 Posture and instrument position are basically correct but student does not display mobility/functionality
- 4 Posture and instrument position are consistently correct and functional

Rhythm

- 1 Student does not keep a steady beat
- 2 Student keeps a steady beat but does not display a sense of meter
- 3 Student keeps steady beat and displays sense of meter
- 4 Student plays both macrobeats and microbeats with precision

Tone Quality

- 1 Tone quality is unfocused; surface sound; or inconsistent
- 2 Student produces correct basic tone
- 3 Tone quality is consistent, student is able to control tone using bow placement, speed, or weight
- 4 Tone quality is full and consistent, and colors are controlled. Vibrato is used

Accuracy of Notes

- 1 Multiple errors are present; student unable to play notes correctly; may indicate lack of preparation or material is too difficult
- 2 Student performs with control, although some errors are present
- 3 Student performs with fluency; errors are infrequent
- 4 Student performs with complete mastery of notes; no errors

Accuracy of Bowing

- 1 Bowing and articulation markings are not followed
- 2 Student plays with correct bowings
- 3 Student plays with correct bowings and articulations
- 4 Student plays with correct bowings, articulations, bow distribution

Intonation

- 1 Intonation is consistently incorrect
- 2 Student has general sense of intonation, but is inconsistent in finger placement
- 3 Finger placement is consistent and basic intonation is accurate
- 4 Student adjusts intonation for color and tonality

Expression

- 1 Student plays without expression or phrasing
- 2 Basic elements of phrasing are correct
- 3 Student plays with correct phrasing and style
- 4 Student plays with correct phrasing, style, and articulation

TOTAL: _____

Comments:

