



# INDIVIDUAL MUSIC

## A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS



BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2 EMERGING FUNDAMENTAL			BOX 3 ESTABLISHED FUNDAMENTAL			BOX 4 EMERGING INTERMEDIATE			BOX 5 ESTABLISHED INTERMEDIATE		
	50-54	55-59	60-64	65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL

### SAMPLE ALL INSTRUMENTAL ELEMENTS INCLUDING WOODWIND, BRASS & PERCUSSION

#### CONTENT — *Who offered the greater:*

- **RANGE AND VARIETY OF TECHNICAL RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate technical responsibilities in the music—including (but not limited to) articulation; enunciation; attacks/releases; rhythms; and tempi.*
- **RANGE AND VARIETY OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate dynamic and expressive responsibilities in the music—including (but not limited to) shaping; inflection; phrasing; expression; and idiomatic integrity.*
- **RANGE AND VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES:** *The range, variety, and balanced distribution of additional layers of class-appropriate simultaneous physical and spacial responsibilities—including (but not limited to) body shaping/choreography; method of travel; staging; and relationship to the pulse center.*

SUB-CAPTION  
SCORE  
**100**

#### ACHIEVEMENT — *Who achieved the better:*

- **ARTICULATION AND RHYTHMIC CONTROL:** *The degree to which articulation and rhythmic skills are developed and achieved in all sections.*
- **DYNAMIC AND EXPRESSIVE CONTROL:** *The degree to which dynamic and expressive skills—including (but not limited to) shaping; inflection; phrasing; idiomatic interpretation; and expression—are developed and achieved.*
- **QUALITY OF SOUND, INCLUDING PITCH AND INTONATION:** *The degree to which the ability to control characteristic sound, tone quality, pitch accuracy, and intonation, is developed and achieved.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are developed and achieved.*

SUB-CAPTION  
SCORE  
**100**

**Reward is achieved by weighing all factors!**

**Measure the degree of achievement along the continuum and then compare to determine: who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).**

TOTAL MAX  
SCORE  
**200**

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2 <b>EMERGING FUNDAMENTAL</b>			BOX 3 <b>ESTABLISHED FUNDAMENTAL</b>			<b>POINTS OF COMPARISON</b>  <b>A CLASS</b>	BOX 4 <b>EMERGING INTERMEDIATE</b>			BOX 5 <b>ESTABLISHED INTERMEDIATE</b>		
	<b>50-54</b>	<b>55-59</b>	<b>60-64</b>	<b>65-69</b>	<b>70-74</b>	<b>75-79</b>		<b>80-83</b>	<b>84-88</b>	<b>89-92</b>	<b>93-95</b>	<b>96-98</b>	<b>99-100</b>
	SOME	MOST	ALL	SOME	MOST	ALL		SOME	MOST	ALL	SOME	MOST	ALL

Fundamental offerings are not present.	<i>Fundamental, basic skills &amp; qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast &amp; few gradations.</i>						<b>CONTENT</b>	<i>Skills &amp; qualities offer some complexity &amp; dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts &amp; some gradations. Slight to moderate layering of efforts.</i>					
	<b>Basic rhythms &amp; simple meters. Limited musical range; scalar passages. Limited variety in articulation, style &amp; tempo.</b>						<b>RANGE &amp; VARIETY OF TECHNICAL RESPONSIBILITIES</b>	<b>A wider range of articulations (staccato, legato &amp; slurred) &amp; tempi. More complex rhythms &amp; meters (duple &amp; compound); musical range (upper tessituras &amp; lower range) &amp; increased intervallic responsibilities.</b>					
	Emerging <b>fundamentals</b> , with some variety across a very <b>basic</b> range & probable <b>uneven</b> distribution between sections.			<b>Good</b> range &/or variety of <b>fundamental</b> skills & responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.				Moderate range &/or variety of emerging <b>intermediate</b> skills & responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.			<b>Good</b> range & variety of established <b>intermediate</b> skills & responsibilities, <b>evenly distributed throughout the ensemble.</b>		
	<b>The most fundamental expressive offerings with little variety in dynamics.</b>						<b>RANGE &amp; VARIETY OF DYNAMIC &amp; EXPRESSIVE RESPONSIBILITIES</b>	<b>Some complexity &amp; dimensionality, drawn from wider dynamic range.</b>					
	Emerging <b>fundamentals</b> , with some variety across a very <b>basic</b> range & probable <b>uneven</b> distribution between sections.			<b>Good</b> range &/or variety of <b>fundamental</b> skills & responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.				Moderate range &/or variety of emerging <b>intermediate</b> skills & responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.			<b>Good</b> range & variety of established <b>intermediate</b> skills & responsibilities, <b>evenly distributed throughout the ensemble.</b>		
	<b>The most fundamental physical responsibilities with minimal layering.</b>						<b>RANGE &amp; VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES</b>	<b>Expanded &amp; moderately layered/simultaneous physical responsibilities.</b>					
<b>Minimal</b> to emerging layering of very <b>fundamental</b> skills, with probable <b>uneven</b> distribution between sections.			<b>Good</b> range &/or variety in the layering of <b>fundamental</b> skills & responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.			Moderate range &/or variety of simultaneous layering of emerging <b>intermediate</b> skills & responsibilities. This <b>may vary</b> from section to section.			<b>Good</b> range & variety in the simultaneous layering of established <b>intermediate</b> skills & responsibilities, <b>evenly distributed throughout the ensemble.</b>				
A foundation for fundamental achievement is not present.	<i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble &amp; the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>						<b>ACHIEVEMENT</b>	<i>Moderate individual skill, strength &amp; stamina emerging from a good technical foundation &amp; a broader range &amp; variety of responsibilities. Moderate to good ensemble awareness &amp; individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
	<b>Some demonstration of technique, ability to control basic rhythms/simple meters, maintain steady tempo &amp; perform simple physical responsibilities while playing.</b>						<b>ARTICULATION &amp; RHYTHMIC CONTROL</b>	<b>Proper demonstration of a variety of articulations/finger technique; ability to control greater tempo ranges, more complex rhythms/meters &amp; expanded physical responsibilities while playing.</b>					
	Basic achievement of <b>fundamental</b> skills is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> skills is established—along with a foundation for further growth—but <b>may vary</b> .				Moderate achievement of <b>intermediate</b> skills is emerging but <b>may vary</b> .			<b>Good</b> achievement of <b>intermediate</b> skills is established <b>throughout the ensemble.</b>		
	<b>Ability to control simple expressive offerings.</b>						<b>DYNAMIC &amp; EXPRESSIVE CONTROL</b>	<b>Ability to explore a greater dynamic range, work into the upper tessituras &amp; lower ranges &amp; control increased intervallic responsibilities.</b>					
	Basic achievement of <b>fundamental</b> skills is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> skills is established—along with a foundation for further growth—but <b>may vary</b> .				Moderate achievement of <b>intermediate</b> skills is emerging but <b>may vary</b> .			<b>Good</b> achievement of <b>intermediate</b> skills is established <b>throughout the ensemble.</b>		
	<b>Some demonstration of tone quality &amp; intonation. There may be a lack of understanding of characteristic sound of the instrument.</b>						<b>QUALITY OF SOUND, INCLUDING PITCH &amp; INTONATION</b>	<b>General understanding of the characteristic sound of the instrument. More consistent &amp; focused tone quality &amp; intonation in both scalar &amp; intervallic phrases.</b>					
	Basic achievement of <b>fundamental</b> quality is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> quality is established—along with a foundation for further growth—but <b>may vary</b> .				Moderate achievement of <b>intermediate</b> quality is emerging but <b>may vary</b> .			<b>Good</b> achievement of <b>intermediate</b> quality is established <b>throughout the ensemble.</b>		
	<b>Basic concentration &amp; stamina, frequent distractions, rare recoveries.</b>						<b>CONCENTRATION / FOCUS, STAMINA &amp; RECOVERY</b>	<b>Moderate to good concentration &amp; stamina, occasional distractions with some successful recoveries.</b>					
Basic concentration is emerging. Stamina is <b>occasionally</b> sufficient for very <b>fundamental</b> challenges. Recoveries are very <b>occasionally</b> attempted with <b>minimal</b> success.			Basic concentration is established, with <b>frequent</b> breaks. Stamina is <b>moderately</b> sufficient for <b>fundamental</b> challenges; recoveries are <b>occasionally</b> attempted with <b>moderate</b> success.			A <b>good</b> level of concentration is established, with <b>occasional</b> breaks. Stamina is <b>moderately</b> sufficient for <b>intermediate</b> challenges; <b>frequent</b> recoveries are <b>moderately</b> successful.			A <b>good</b> level of concentration is established, with <b>occasional minor</b> breaks. Stamina supports <b>intermediate</b> challenges; recoveries are <b>usually</b> applied with <b>good</b> success.				