

STOW-MUNROE FALLS HIGH SCHOOL

BAND HONORS PROGRAM

Revised for 2015-16

PERFORMANCE SELF ASSESSMENT: 2 points (30 points total for credit)

NAME _____

PROJECT _____

	4	3	2	1
TONE	Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled	Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected.	Strong basic approach is demonstrated. Slow to correct minor problems.	Basic understanding of tonal quality concepts is not yet developed.
<i>Student's Comments on Tone (Required)</i>				
<i>Student Score</i>			<i>Teacher Score</i>	
INTONATION	Melodic and harmonic intonation is virtually without fault throughout the selection.	Melodic and harmonic intonation is very good. Problems are quickly corrected.	Intonation is often good but inconsistent. Attempted to correct obvious problems.	Melodic and harmonic intonation is inconsistent. Intonation problems are seldom corrected.
<i>Student's Comments on Intonation (Required)</i>				
<i>Student Score</i>			<i>Teacher Score</i>	
TECHNIQUE	Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique.	Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique.	Technical facility is good most of the time. Correct technique is demonstrated most of the time.	Basic problems exist with technique. Good technique is only demonstrated some of the time.
<i>Student's Comments on Technique (Required)</i>				
<i>Student Score</i>			<i>Teacher Score</i>	

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RHYTHMIC ACCURACY	Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection.	Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies.	Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur.	Basic rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled.
<i>Student's Comments on Rhythmic Accuracy (Required)</i>				
<i>Student Score</i>			<i>Teacher Score</i>	
MUSICALITY	Stylistically accurate and consistent throughout. Seldom rigid or mechanical. Excellent and meaningful phrasing and interpretation. Excellent use of dynamics throughout. Full dynamic range is demonstrated.	Stylistically accurate and consistent most of the time. Some passages may lack stylistic interpretation but do not detract from the performance. Musical phrasing is natural most of the time. Good use of dynamics throughout, with some lack of dynamic control.	Stylistic accuracy is demonstrated some of the time. Stylistic interpretation is demonstrated some of the time, but is often rigid and mechanical. Musical phrasing is basic but not always consistent. Some successful attempts at basic dynamic variation, though limited in scope and range.	Very little meaningful stylistic interpretation of musical passages. Style is undeveloped and inconsistent. Musical phrasing is mostly mechanical and non-musical. Limited dynamic range.
<i>Student's Comments on Rhythmic Accuracy (Required)</i>				
<i>Student Score</i>			<i>Teacher Score</i>	

WHAT I LEARNED ABOUT MY PLAYING:

TOTAL SCORE _____