

# Rubric Form for Mallet Auditions

NAME: \_\_\_\_\_

INSTRUMENT: \_\_\_\_\_

|  |  |  |  |   |   |
|--|--|--|--|---|---|
| <b>PITCH ACCURACY</b><br>Accidentals ____<br>Clarity ____                      | This performance did not demonstrate an expression of musical notation.<br>1 - 2 | Wrong pitches detracted from performance.<br>3 - 4                         | Most pitches were correct, with only a few spots of inaccuracy.<br>5 - 6   | Virtually all pitches were correct.<br>7 - 8 - 9            | All pitches were correct.<br>10   |
| <b>RHYTHMIC ACCURACY</b><br>Subdivision ____<br>Dotted Notes ____<br>Ties ____ | There were significant rhythm problems.<br>1 - 2                                 | There were several places in which the rhythms were unclear.<br>3 - 4      | Most rhythms were correct with only a few spots of inaccuracy.<br>5 - 6    | Rhythms were accurate and clear.<br>7 - 8                   | Rhythms were precise. Attacks and releases were executed exactly.<br>9 - 10 |
| <b>TEMPO/TIME</b><br>Relationships ____  | Beat definition was not evident.<br>1 - 2  | Beat definition had several problems.<br>3 - 4                             | Beat definition had few problems.<br>5 - 6                                 | Beat was clear.<br>7 - 8                                    | Beat was clear and the tempo was solid.<br>9 - 10                           |
| <b>TONE</b><br>Mallet selection ____<br>Stroking ____                          | Major problems hindered musical expression.<br>1 - 2                             | Tonal concept was underway, but needs further refinement.<br>3 - 4         | Tone was clear but lacked maturity.<br>5 - 6                               | Tone was characteristic of the instrument.<br>7 - 8         | Tone was well developed.<br>9 - 10  |
| <b>EXPRESSION</b><br>Style ____<br>Interpretation ____<br>Dynamics ____        | The performance did not express musical ideas effectively.<br>1 - 2              | Expression was inhibited, or too subtly conveyed to the listener.<br>3 - 4 | Performance was expressive, but certain areas were still lacking.<br>5 - 6 | Musical expression was evident throughout.<br>7 - 8         | Performance clearly expresses musical intent of composer.<br>9 - 10         |
| <b>ARTICULATION</b><br>As Marked ____<br>Technique ____                        | The composer's intent was not communicated well.<br>1 - 2                        | There were many places where articulation was an issue.<br>3 - 4           | Articulation was mostly well executed.<br>5 - 6                            | Articulation was well performed throughout.<br>7 - 8        | Articulation enhanced the performance.<br>9 - 10                            |
| <b>FACILITY</b><br>Finger Choices ____<br>Hand Position ____<br>Posture ____   | Ability to control the instrument needs significant work.<br>1 - 2               | Several basic components need attention for better facility.<br>3 - 4      | Good fundamental approach. Performance lacked only fluency.<br>5 - 6       | Student had appropriate control of the instrument.<br>7 - 8 | Student has achieved fluent control of the instrument.<br>9 - 10            |
| <b>Solo Performance (70 points out of a total of 130)</b>                      |  |  |  | <b>TOTAL:</b>   |   |

|                                   |  |                                     |  |   |  |                                     |  |
|-----------------------------------|--|-------------------------------------|--|---|--|-------------------------------------|--|
| <b>SOLO</b><br><b>(70 Points)</b> |  | <b>SCALES</b><br><b>(40 Points)</b> |  | <b>SIGHTREADING</b><br><b>(30 Points)</b> |  | <b>TOTAL</b><br><b>(130 Points)</b> |  |
|-----------------------------------|--|-------------------------------------|--|---|--|-------------------------------------|--|

|  |  |   |   |   |  |
|--|--|---|---|---|--|
| <b>MAJOR SCALE #1</b><br>_____                               | There were significant problems with pitches, tempo, articulation and other components of the scale requirements.<br>1 - 2 | There were significant problems with some of the scale requirements.<br>3 - 4 | There were minor problems with some of the scale requirements.<br>5 - 6 - 7 | The scale was played as per All State handbook requirements.<br>8 | The scale exceeds the All State handbook requirements.<br>9 - 10 |
| <b>MAJOR SCALE #2</b><br>_____                               | As Above.<br>1 - 2   | As Above.<br>3 - 4  | As Above.<br>5 - 6 - 7  | As Above.<br>8  | As Above.<br>9 - 10  |
| <b>CHROMATIC SCALE</b><br>On _____                           | As Above.<br>1 - 2   | As Above.<br>3 - 4  | As Above.<br>5 - 6 - 7  | As Above.<br>8  | As Above.<br>9 - 10  |
| <b>Scales Performances (30 points out of a total of 130)</b> |  |   |   | <b>TOTAL:</b>   |  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| <b>PITCH ACCURACY</b><br>Observed key ____<br>Clarity ____                               | This performance did not demonstrate an expression of musical notation.<br>1 - 2 | Wrong pitches detracted from performance.<br>3 - 4                               | Most pitches were correct, with only a few spots of inaccuracy.<br>5 - 6    | Virtually all pitches were correct.<br>7 - 8 - 9                       | All pitches were correct.<br>10  |
| <b>RHYTHMIC ACCURACY</b><br>Subdivision ____<br>Dotted Notes ____<br>Ties ____           | There were significant rhythm problems.<br>1 - 2                                 | There were several places in which the rhythms were unclear.<br>3 - 4            | Most rhythms were correct with only a few spots of inaccuracy.<br>5 - 6     | Rhythms were accurate.<br>7 - 8  | Rhythms were precise. Attacks and releases were executed exactly.<br>9 - 10          |
| <b>MUSICALITY</b><br>Dynamics ____<br>Tempo ____<br>Articulation ____<br>Expression ____ | There was no noticeable expression in this performance.<br>1 - 2                 | Some of the musical elements, beyond pitches and rhythms, were evident.<br>3 - 4 | There was a noticeable effort to perform the selection as written.<br>5 - 6 | All markings were observed and expressed through performance.<br>7 - 8 | The performance expresses profound comprehension of the composer's intent.<br>9 - 10 |
| <b>Sightreading Performance (30 points out of a total of 130)</b>                        |  |  |   | <b>TOTAL:</b>  |  |

**Comments:** \_\_\_\_\_

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**Adjudicators' Signature:** \_\_\_\_\_