Instrumental Student Listening Form

Student Name_____ Student School_____ School/Name of Performing Ensemble_____

Check one box in each category that best describes the performance you are listening to and then answer the questions.

		Excellent/Very good	***Good***	***Needs attention***
1	**Tone** Blend Breath support (band) Bow usage (orchestra)	Pleasing tone from all sections. Members of each section blend and match tone qualities. ☐	A few noticeable places where individual tones did not match and blend. ☐	Many places where individual tones did not match. Musicians need to work air support/bow usage, tone concepts, and blend. ☐
		List section(s) with especially pleasing tone: Describe the sounds you hear and from one section (ex. – warm and full, – thin and airy):		
2	**Intonation Awareness** Tuning Listening/adjustment skills	Instruments in tune with each other. Excellent listening and quick adjustments were made. ☐	Some pitches out of tune. ☐	Many pitches noticeably out of tune. Musician needs to understand how to adjust their instrument and develop listening skills to match pitch. ☐
		Which piece was most difficult to play in tune and why? Which range was hardest for the musicians to play in tune – high, middle, or low?		
3	**Note Accuracy** Correct pitches	The ensemble performed all parts with precision and accuracy. ☐	Some passages posed problems for the ensemble. ☐	The ensemble struggled with many passages. Musicians need to spend more time working on individual parts. ☐
		Which piece posed the greatest challenge? What were those challenges?		
4	**Rhythm Accuracy** Ensemble Precision Pulse	Precise and accurate rhythm with a steady pulse. Entrances and releases together. ☐	Rhythm and/or pulse are inconsistent in some sections of the music. Entrances/releases not always together. ☐	Many rhythmic problems throughout performance. Musicians need to count rhythms accurately, feel the pulse both individually and as an ensemble. ☐
		Which piece had the most difficult rhythms? Why?		

		Excellent/very good	Good	Needs attention
5	Balance Harmony Melody	Harmonies and supporting parts balanced to allow the melody to always be heard. ☐	In few sections of the music, the melody was overpowered by the supporting parts. ☐	Melody was not heard in numerous sections. Musicians need to use listening skills, adjust dynamics, and become aware of "who has the melody". ☐
		Were there any places you could not hear the melody? If so, what does the ensemble need to do to correct this?		
6	**Musical Expression** Articulation/Bowing Dynamics Phrasing Style	Ensemble performs with excellent musical effect due to: ❑ Precise articulation/bowing ❑ Appropriate style ❑ Dynamic contrast	Ensemble performs with good musical effect due to: ❑ Somewhat precise articulation/bowing ❑ Some sense of style ❑ Some dynamic contrast	Ensemble needs to create more musical effect due to: ❑ Unclear articulation/bowing ❑ Lacking a sense of style ❑ Minimal to no dynamic contrast
		Which piece had the best dynamics? Which section had the clearest articulation/bowing? What piece excelled in musical phrasing?		
7	**Stage Presence** Appearance Attention to Director	Appropriate stage presence, good posture, and appearance displayed before, during and after performance. Ensemble showed attentive eye contact and communication with the director. ☐	Stage presence, posture and/or eye contact was inconsistent.. Posture was good, but could be improved by some members of the ensemble. Ensemble displayed good eye contact and communication with director. ☐	Stage presence was not uniform and sometimes inappropriate. Poor posture is apparent from many members. Ensemble displayed a lack of noticeable eye contact. Musicians need to watch the conductor so the group performs better as an ensemble. ☐
		Which section had the best eye contact with the director? What did you notice about their stage presence?		
8	*What impressed you the most about this group?*			
9	*What was your favorite piece and why?*			

This is evidence of my best work _____ *(student signature)* *Date*___/___/_____

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