Wisconsin School Music Association • District Solo & Ensemble Festival

Instrumental Ensemble

Ser#
Site:
Index:
Time:
Min:

Selection:
Transfer#:
Pg. or Mvt.:
School:
Accompanist:

Composer:

Adjudicator

Critique Only

For each category, check one box which best completes this sentence, "<u>This performance demonstrates:</u>"

Tone • **Breathing** • **Position** • **Embouchure** • **Posture**	☐ **C & B:** Focused ensemble tone for this class with consistently appropriate breathing, bowing, embouchure skills in all registers/ranges. **A:** Open, resonant, full ensemble tone in all registers and ranges. Excellent breathing, bowing embouchure skills.	☐ **C & B:** Focused ensemble tone for this class with minor lapses in correct breathing, position, bowing, embouchure skills. **A:** Characteristic ensemble tone most of the time. Minor breathing, bowing, position, embouchure problems in outer ranges and volumes.	☐ **C & B:** Unstable ensemble tone for this class in some ranges due to incorrect breathing, position, bowing, embouchure skills. **A:** A basic ensemble tonal concept. Notable breathing, bowing embouchure problems in outer ranges and volumes.	☐ **C & B:** Thin or forced ensemble tone for this class most of the time due to lack of breath support, incorrect position, embouchure or bowing. **A:** Weak ensemble tone production most of the time due incorrect breath support, position, embouchure or bowing.	☐ **C, B, and A:** A lack of understanding of how to produce the basic ensemble tone. Fundamentals of breathing, position, bowing, embouchure need work.
Intonation • **Consistency** • **Pitch Adjustment Skills**	☐ Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	☐ Minimal intonation difficulties. Pitch adjustment skills are usually successful.	☐ Mostly accurate intonation with some out-of-tune notes. Pitch adjustment skills are still developing.	☐ Some sense of intonation, but with significant problems. Pitch adjustment skills are not developed.	☐ An unawareness of tuning problems. Needs development of pitch adjustment skills.
Technique • **Notes** • **Rhythms** • **Pulse** • **Articulation** • **Bowing**	☐ Notes, rhythms, pulse, articulations, bowing are are precise throughout.	☐ Minor errors in notes, rhythms, pulse, articulations, bowing.	☐ A lack of consistency in notes, rhythms, and pulse in technical passages. Articulations, bowings are not accurate in difficult passages some of the time.	☐ Numerous inaccurate notes and rhythmic passages. Articulations, bowing are not accurate most of the time.	☐ An unawareness of correct notes, rhythms, pulse, articulations, bowings.
Balance • **Blend** • **Listening** • **Harmonic and Melodic Lines** • **Phrasing**	☐ Consistent attention to blend and listening allows harmonic, melodic lines to project throughout. Phrases are consistently together and well-shaped.	☐ Accurate ensemble balance and listening most of the time. Some harmonic or melodic lines are lost. Most phrases are well shaped.	☐ A lack of consistency in balance and listening. Harmonic and melodic lines do not project most of the time. Phrases are not shaped.	☐ A lack of attention to blend, listening, harmonic and/or melodic lines. Phrasing is not together and is inconsistent.	☐ A lack of understanding of balance, listening, harmonic or melodic lines, and phrasing.
Expression • **Style Elements** • **Interpretation** • **Dynamics** • **Tempo**	☐ Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	☐ Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.	☐ Occasionally rigid and mechanical expression for this class. Style elements,appropria te tempo, phrasing, dynamics, interpretation are often absent.	☐ Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation missing.	☐ A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.

WISCONSIN SCHOOL MUSIC ASSOCIATION

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