Farmington Public Schools – 5th Grade Band Report Card Rubric

	1-Beginning Proficiency	2-Approaching Proficiency	3-Meeting Proficiency	4-Exceeding Proficiency
Music Reading Fluency	• Performs rhythms and notes with five or more mistakes per exercise. • Performs music at a slow to moderate tempo. • Knows the names of three or less notes.	• Performs rhythms and notes with two to four mistakes per exercise. • Performs music at a slow to moderate tempo. • Knows the names of the first four to five notes learned.	• Performs rhythms and notes with one or fewer mistakes per exercise. • Performs music at or slightly below the marked tempo. • Knows all of the note names learned.	• Accurately performs all rhythms, notes, and tempos with the proper expression. • Knows all of the note names learned.
Tone Production (wind instruments)	• Plays with incorrect posture, breathing, embouchure, and/or articulation (tonguing).	• Plays with correct posture, breathing, embouchure, and/or articulation when prompted.	• Self-corrects while playing with proper posture, breathing, embouchure, and/or articulation with few errors.	• Consistently plays with correct posture, embouchure, breathing, and articulations.
Tone Production (percussion)	• Plays with incorrect stick/mallet grips and/or improper stick control • Fails to alternate bell mallets	• Plays with proper stick/mallet grips and/or stick control when prompted. • Fails to alternate bell mallets.	• Self-corrects while playing with proper stick/mallet grips and/or stick control with few errors. • Alternates bell mallets.	• Consistently plays with proper stick/mallet grips and/or stick control. • Alternates bell mallets.

Tone Production (wind instruments):

Posture

- Sit up straight, near the edge of the chair
- Feet should be flat on the floor
- Hold instrument in proper playing position

Correct Breathing

- Always use a constant stream of warm and steady air
- Take a deep breath through corners of the mouth rather than through the nose.

Embouchure

- Corners of the mouth should be firm so cheeks do not puff out
- Practice in front of a mirror often to work for proper mouth formation

Articulation

- Start every note with the tip of the tongue using a “too” syllable
- Avoid using “hoo, poo, or thoo” to begin the sound

Tone Production (percussion):

Proper stick/mallet grip

- Find a point on the stick/mallet that is about one third of the way between the large end and the tip.
- Grasp the stick/mallet between the 1st and 2nd knuckle of the index finger and the "meaty" part of the thumb.
- Wrap the fingers loosely around the stick/mallet. All of the back three fingers should touch the stick/mallet without squeezing.

Movement

- Alternate hands (R, L, R, L)
- Use more wrist motion and less elbow motion
- Keeps stick/mallet height within six inches of the drum head/bell keys.
- Keep wrists parallel to the floor so the top of the hand faces up.