

# MUSIC PROFICIENCY

## A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2 EMERGING FUNDAMENTAL			BOX 3 ESTABLISHED FUNDAMENTAL			BOX 4 EMERGING INTERMEDIATE			BOX 5 ESTABLISHED INTERMEDIATE		
	50-54	55-59	60-64	65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL

(SAMPLE WITHIN EACH INSTRUMENTAL SECTION INCLUDING WOODWIND, BRASS & PERCUSSION)

### CONTENT

Whose **CONTENT** offered the greater:

- **RANGE AND VARIETY OF TECHNICAL RESPONSIBILITIES:** *The range and variety of class-appropriate technical responsibilities in the music—including (but not limited to) articulation; enunciation; attacks/releases; rhythms; and tempi.*
- **RANGE AND VARIETY OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range and variety of class-appropriate dynamic and expressive responsibilities in the music—including (but not limited to) shaping; inflection; phrasing; expression; and idiomatic integrity.*
- **RANGE AND VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES:** *The range and variety of additional layers of class-appropriate simultaneous physical and spacial responsibilities—including (but not limited to) body shaping/choreography; method of travel; staging; and relationship to the pulse center.*

SUB-CAPTION  
SCORE  
100

### ACHIEVEMENT

Whose **PERFORMERS** achieved the better:

- **ARTICULATION AND RHYTHMIC CONTROL:** *The degree to which articulation and rhythmic skills are developed and achieved within each section.*
- **PITCH AND TONE QUALITY:** *The degree to which the ability to control pitch accuracy and tone quality is developed and achieved within each section.*
- **DYNAMIC AND EXPRESSIVE CONTROL:** *The degree to which dynamic and expressive skills—including (but not limited to) shaping; inflection; phrasing; idiomatic interpretation; and expression—are developed and achieved within each section.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are developed and achieved within each section.*

SUB-CAPTION  
SCORE  
100

**STYLISTIC DIVERSITY IS ENCOURAGED AND ALL STYLISTIC CHOICES HAVE EQUAL OPPORTUNITY FOR SUCCESS.**

The points of comparison listed above collectively represent a balanced assessment of the caption and are not intended to be in priority order.

Achievement should be recognized and rewarded through the balanced consideration of **ALL** aspects of **BOTH** sub-captions!

Measure the degree of success and achievement along the continuum and then compare to determine:

Who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).

TOTAL  
MAX  
SCORE  
200

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+



# A CLASS MUSIC PROFICIENCY



(SAMPLE WITHIN EACH INSTRUMENTAL SECTION INCLUDING WOODWIND, BRASS & PERCUSSION)

BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5				
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE				
0 – 49	50-54 SOME	55-59 MOST	60-64 ALMOST ALL	65-69 SOME	70-74 MOST	75-79 ALMOST ALL		A CLASS			80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST
Fundamental offerings are not present.	Fundamental, basic skills & qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast & few gradations.						CONTENT	Skills & qualities offer some complexity & dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts & some gradations. Slight to moderate layering of efforts.							
	Basic rhythms & simple meters. Limited musical range; scalar passages. Limited variety in articulation, style & tempo.						RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES	A wider range of articulations (staccato, legato & slurred) & tempi. More complex rhythms & meters (duple & compound); musical range (upper tessituras & lower range) & increased intervallic responsibilities.							
	Emerging fundamentals, with some variety across a very basic range.			Good range &/or variety of fundamental responsibilities. Some may be more prominent.				Moderate range &/or variety of emerging intermediate responsibilities. Some may be more prominent.			Consistently good range & variety of established intermediate responsibilities.				
	The most fundamental expressive offerings with little variety in dynamics.						RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES	Some complexity & dimensionality, drawn from wider dynamic range.							
	Emerging fundamentals, with some variety across a very basic range.			Good range &/or variety of fundamental responsibilities. Some may be more prominent.				Moderate range &/or variety of emerging intermediate responsibilities. Some may be more prominent.			Consistently good range & variety (O: & depth) of established intermediate responsibilities.				
	The most fundamental physical responsibilities with minimal layering.						RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES	Expanded & moderately layered/simultaneous physical responsibilities.							
A foundation for fundamental achievement is not present.	Minimal to emerging layering of very fundamental responsibilities.			Good range &/or variety in the layering of fundamental responsibilities. Some may be more prominent.				Moderate range &/or variety of simultaneous layering of emerging intermediate responsibilities.			Consistently good range & variety (O: & depth) in the simultaneous layering of established intermediate responsibilities.				
	Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble & the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections & over time.						ACHIEVEMENT	Moderate individual skill, strength & stamina emerging from a good technical foundation & a broader range & variety of responsibilities. Moderate to good ensemble awareness & individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections & over time.							
	Some demonstration of technique, ability to control basic rhythms/simple meters, maintain steady tempo & perform simple physical responsibilities while playing.						ARTICULATION & RHYTHMIC CONTROL	Proper demonstration of a variety of articulations/finger technique; ability to control greater tempo ranges, more complex rhythms/meters & expanded physical responsibilities while playing.							
	Emerging basic achievement of fundamentals skills. The foundation for further growth may be unstable.			Established moderate achievement of fundamental skills. This may vary w/in each section.				Emerging moderate achievement of intermediate skills. This may vary w/in each section.			Established good achievement of intermediate skills w/in each section.				
	Some demonstration of tone quality & pitch accuracy. There may be a lack of understanding of characteristic sound of the instrument.						PITCH & TONE QUALITY	More consistent & focused tone quality & pitch control in both scalar & intervallic phrases. General understanding of the characteristic sound of the instrument.							
	Emerging basic achievement of fundamental quality. The foundation for further growth may be unstable.			Established moderate achievement of fundamental quality. This may vary w/in each section.				Emerging moderate achievement of intermediate quality. This may vary w/in each section.			Established good achievement of intermediate quality w/in each section.				
	Ability to control simple expressive offerings.						DYNAMIC & EXPRESSIVE CONTROL	Ability to explore a greater dynamic range, work into the upper tessituras & lower ranges & control increased intervallic responsibilities.							
	Emerging basic achievement of fundamental skills. The foundation for further growth may be unstable.			Established moderate achievement of fundamental skills. This may vary w/in each section.				Emerging moderate achievement of intermediate skills. This may vary w/in each section.			Established good achievement of intermediate skills w/in each section.				
	Basic concentration & stamina, frequent distractions, rare recoveries.						CONCENTRATION / FOCUS, STAMINA & RECOVERY	Moderate to good concentration & stamina, occasional distractions with some successful recoveries.							
Emerging basic concentration & occasionally sufficient stamina. Very occasional/ minimally successful recovery attempts.			Established basic concentration w/frequent breaks. Moderately sufficient stamina. Occasional & moderately successful recovery attempts.				Established good concentration w/occasional breaks. Moderately sufficient stamina. Frequent & moderately successful recoveries.			Established good concentration w/ occasional minor breaks. Good stamina. Recoveries are usually applied with good success.					