



MUSIC PROFICIENCY

REGIONAL A CLASS

INTRODUCTORY TO FUNDAMENTAL SKILLS



BOX 3			BOX 4			BOX 5		
DISCOVERING INTRODUCTORY			EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL		
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

(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+



REGIONAL A CLASS
MUSIC PROFICIENCY



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

BOX 3			POINTS OF COMPARISON REGIONAL A CLASS	BOX 4			BOX 5				
DISCOVERING INTRODUCTORY				EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				
65-69 SOME	70-74 MOST	75-79 ALMOST ALL		80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST	99-100 ALMOST ALL		
<i>The most entry-level skills and qualities that allow the performers to discover a positive emerging competitive experience.</i>			CONTENT			<i>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.</i>					
<i>Simple rhythms are introduced.</i>			RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES			<i>Basic rhythms & simple meters. Limited musical range; scalar passages. Limited variety in articulation, style & tempo.</i>					
Minimal variety across the most basic range of foundational responsibilities.						Emerging fundamentals , with some variety across a very basic range.			Good range &/or variety of fundamental responsibilities. Some may be more prominent.		
<i>Simple phrasing & basic dynamics are introduced.</i>			RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES			<i>The most fundamental expressive offerings with little variety in dynamics.</i>					
Minimal variety across the most basic range of foundational responsibilities						Emerging fundamentals , with some variety across a very basic range.			Good range &/or variety of fundamental responsibilities. Some may be more prominent.		
<i>No-to-minimal physical responsibilities while playing.</i>			RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES			<i>The most fundamental physical responsibilities with minimal layering.</i>					
Responsibilities are presented singly , or layered with the most basic movement & listening environment.						Minimal to emerging layering of very fundamental responsibilities.			Good range &/or variety in the layering of fundamental responsibilities. Some may be more prominent.		
<i>The discovery of the most entry-level achievement principles and skills that serve as a foundation for future growth.</i>			ACHIEVEMENT			<i>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.</i>					
<i>The performers are discovering foundational control of articulation & rhythm.</i>			ARTICULATION & RHYTHMIC CONTROL			<i>Some demonstration of technique, ability to control basic rhythms/simple meters, maintain steady tempo & perform simple physical responsibilities while playing.</i>					
Basic achievement of foundational skills is emerging.						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 .		
<i>The performers are discovering foundational control of pitch and tone.</i>			PITCH & TONE QUALITY			<i>Some demonstration of tone quality & pitch accuracy. There may be a lack of understanding of characteristic sound of the instrument.</i>					
Basic achievement of foundational skills is emerging.						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 .		
<i>The performers are discovering foundational listening & dynamic control.</i>			DYNAMIC & EXPRESSIVE CONTROL			<i>Ability to control simple expressive offerings.</i>					
Basic achievement of foundational skills is emerging.						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 .		
<i>The performers are discovering the most foundational skills.</i>			CONCENTRATION / FOCUS, STAMINA & RECOVERY			<i>Basic concentration & stamina, frequent distractions, rare recoveries.</i>					
Unstable concentration & emerging stamina. Rare awareness of the need for recovery.						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.		