



MUSIC PROFICIENCY

A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS



BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF FUNDAMENTAL 0 – 49	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			EMERGING INTERMEDIATE			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 A CLASS	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		80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST	99-100 ALMOST ALL
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 <i>fundamental expressive offerings with little variety in dynamics.</i>						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 <i>fundamental physical responsibilities with minimal layering.</i>						RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES	Expanded & moderately layered/simultaneous physical responsibilities.					
	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.			
A foundation for fundamental achievement is not present.	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.			