



# 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+

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

BOX 3			POINTS OF COMPARISON <b>REGIONAL A CLASS</b>	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 &amp; qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast &amp; few gradations.</i>					
<i>Simple rhythms are introduced.</i>			RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES		<i>Basic rhythms &amp; simple meters. Limited musical range; scalar passages. Limited variety in articulation, style &amp; tempo.</i>					
Minimal variety across the most basic range of foundational responsibilities.					Emerging <b>fundamentals</b> , with some variety across a very <b>basic</b> range.			Good range &/or variety of <b>fundamental</b> responsibilities. Some may be more prominent.		
<i>Simple phrasing &amp; 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 <b>fundamentals</b> , with some variety across a very <b>basic</b> range.			Good range &/or variety of <b>fundamental</b> 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 <b>singly</b> , or layered with the <b>most basic</b> movement & listening environment.					Minimal to emerging layering of very <b>fundamental</b> responsibilities.			Good range &/or variety in the layering of <b>fundamental</b> 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 &amp; the individual’s basic role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
<i>The performers are discovering foundational control of articulation &amp; rhythm.</i>			ARTICULATION & RHYTHMIC CONTROL		<i>Some demonstration of technique, ability to control basic rhythms/simple meters, maintain steady tempo &amp; perform simple physical responsibilities while playing.</i>					
Basic achievement of <b>foundational</b> skills is emerging.					Emerging <b>basic</b> achievement of <b>fundamentals</b> skills. The foundation for further growth may be <b>unstable</b> .			Established <b>moderate</b> achievement of <b>fundamental</b> skills. This <b>may vary w/in each section</b> .		
<i>The performers are discovering foundational control of pitch and tone.</i>			PITCH & TONE QUALITY		<i>Some demonstration of tone quality &amp; pitch accuracy. There may be a lack of understanding of characteristic sound of the instrument.</i>					
Basic achievement of <b>foundational</b> skills is emerging.					Emerging <b>basic</b> achievement of <b>fundamental</b> quality. The foundation for further growth may be <b>unstable</b> .			Established <b>moderate</b> achievement of <b>fundamental</b> quality. This <b>may vary w/in each section</b> .		
<i>The performers are discovering foundational listening &amp; dynamic control.</i>			DYNAMIC & EXPRESSIVE CONTROL		<i>Ability to control simple expressive offerings.</i>					
Basic achievement of <b>foundational</b> skills is emerging.					Emerging <b>basic</b> achievement of <b>fundamental</b> skills. The foundation for further growth may be <b>unstable</b> .			Established <b>moderate</b> achievement of <b>fundamental</b> skills. This <b>may vary w/in each section</b> .		
<i>The performers are discovering the most foundational skills.</i>			CONCENTRATION / FOCUS, STAMINA & RECOVERY		<i>Basic concentration &amp; stamina, frequent distractions, rare recoveries.</i>					
Unstable concentration & <b>emerging</b> stamina. <b>Rare</b> awareness of the need for recovery.					Emerging <b>basic</b> concentration & <b>occasionally</b> sufficient stamina. Very <b>occasional/ minimally successful</b> recovery attempts.			Established <b>basic</b> concentration w/frequent breaks. <b>Moderately</b> sufficient stamina. <b>Occasional &amp; moderately successful</b> recovery attempts.		