



# A NOTE FROM THE TEACHER

\_\_\_\_\_  
Date

---

---

---

---

---

\_\_\_\_\_  
Teacher Signature

-----



# A NOTE FROM THE TEACHER

\_\_\_\_\_  
Date

---

---

---

---

---

\_\_\_\_\_  
Teacher Signature

LEAVE BLANK

CLASS PERIOD \_\_\_\_\_

|                    | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <i>Insert Date</i> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| <i>Insert Name</i> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 23                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 24                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 25                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

# SEATING CHART FOR CLASS PERIOD \_\_\_\_\_

*Back of Room*

|       |  |  |  |  |  |
|-------|--|--|--|--|--|
| Row 5 |  |  |  |  |  |
| Row 4 |  |  |  |  |  |
| Row 3 |  |  |  |  |  |
| Row 2 |  |  |  |  |  |
| Row 1 |  |  |  |  |  |

*Teacher*

- Seating charts allow for you to easily see who is absent.
- This chart allows for 25 students, however you are to have NO MORE THAN 20 students per class.
- Seat students “in sections” with 5 across and 4 back to ensure that students remain as close as possible to the teacher. The deeper they are, the less engaged they become.
- Allow for enough space for students to have their cases placed beside their chairs standing upright (except for guitarron where you must provide other arrangements.)

# STUDENT SIGN-OUT SHEET DATE(S) \_\_\_\_\_

|    | TIME<br>OUT | TIME<br>IN | STUDENT NAME (Please Print) | REASON |
|----|-------------|------------|-----------------------------|--------|
| 1  |             |            |                             |        |
| 2  |             |            |                             |        |
| 3  |             |            |                             |        |
| 4  |             |            |                             |        |
| 5  |             |            |                             |        |
| 6  |             |            |                             |        |
| 7  |             |            |                             |        |
| 8  |             |            |                             |        |
| 9  |             |            |                             |        |
| 10 |             |            |                             |        |
| 11 |             |            |                             |        |
| 12 |             |            |                             |        |
| 13 |             |            |                             |        |
| 14 |             |            |                             |        |
| 15 |             |            |                             |        |
| 16 |             |            |                             |        |
| 17 |             |            |                             |        |
| 18 |             |            |                             |        |
| 19 |             |            |                             |        |
| 20 |             |            |                             |        |
| 21 |             |            |                             |        |
| 22 |             |            |                             |        |
| 23 |             |            |                             |        |
| 24 |             |            |                             |        |
| 25 |             |            |                             |        |
| 26 |             |            |                             |        |
| 27 |             |            |                             |        |
| 28 |             |            |                             |        |
| 29 |             |            |                             |        |
| 30 |             |            |                             |        |
| 31 |             |            |                             |        |
| 32 |             |            |                             |        |
| 33 |             |            |                             |        |
| 34 |             |            |                             |        |
| 35 |             |            |                             |        |
| 36 |             |            |                             |        |
| 37 |             |            |                             |        |
| 38 |             |            |                             |        |
| 39 |             |            |                             |        |
| 40 |             |            |                             |        |

# STUDENT SIGN-IN SHEET: CLASS PERIOD \_\_\_\_\_

|    | TIME<br>(If Needed) | STUDENT NAME | STUDENT SIGNATURE |
|----|---------------------|--------------|-------------------|
| 1  |                     |              |                   |
| 2  |                     |              |                   |
| 3  |                     |              |                   |
| 4  |                     |              |                   |
| 5  |                     |              |                   |
| 6  |                     |              |                   |
| 7  |                     |              |                   |
| 8  |                     |              |                   |
| 9  |                     |              |                   |
| 10 |                     |              |                   |
| 11 |                     |              |                   |
| 12 |                     |              |                   |
| 13 |                     |              |                   |
| 14 |                     |              |                   |
| 15 |                     |              |                   |
| 16 |                     |              |                   |
| 17 |                     |              |                   |
| 18 |                     |              |                   |
| 19 |                     |              |                   |
| 20 |                     |              |                   |
| 21 |                     |              |                   |
| 22 |                     |              |                   |
| 23 |                     |              |                   |
| 24 |                     |              |                   |
| 25 |                     |              |                   |

TEAM PLANNING FORM FOR WEEK # \_\_\_\_\_

<http://www.musiceducationconsultants.net/mariachi-academy>

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
| 1:00 |        |         |           |          |        |
| 2:00 |        |         |           |          |        |
| 3:00 |        |         |           |          |        |
| 4:00 |        |         |           |          |        |
| 5:00 |        |         |           |          |        |

LEAVE BLANK

## Student Assessment Form

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Both instrumental and vocal elements should be assessed with regard to the musical skills indicated below. Circle the number which indicates the current level of performance demonstrated by the student or ensemble. Students may also use this form to assess the performance of other similar ensembles.

|                                          | LOW |   |   |   | HIGH |
|------------------------------------------|-----|---|---|---|------|
| <b>Tone Quality</b>                      |     |   |   |   |      |
| Appropriate to Style                     | 1   | 2 | 3 | 4 | 5    |
| Control (Instrumental)                   | 1   | 2 | 3 | 4 | 5    |
| Control (Vocal)                          | 1   | 2 | 3 | 4 | 5    |
| <b>Music Literacy/Technical Accuracy</b> |     |   |   |   |      |
| Intonation                               | 1   | 2 | 3 | 4 | 5    |
| Notation                                 | 1   | 2 | 3 | 4 | 5    |
| Rhythm                                   | 1   | 2 | 3 | 4 | 5    |
| Style/Form                               | 1   | 2 | 3 | 4 | 5    |
| Sight-reading                            | 1   | 2 | 3 | 4 | 5    |
| Sight-singing                            | 1   | 2 | 3 | 4 | 5    |
| Musical Symbols                          | 1   | 2 | 3 | 4 | 5    |
| Terminology/Vocabulary                   | 1   | 2 | 3 | 4 | 5    |
| Listening/Evaluation                     | 1   | 2 | 3 | 4 | 5    |
| Relationships to Other Arts              | 1   | 2 | 3 | 4 | 5    |
| Relationships Outside the Arts           | 1   | 2 | 3 | 4 | 5    |
| <b>Interpretation/Expression</b>         |     |   |   |   |      |
| Tempo                                    | 1   | 2 | 3 | 4 | 5    |
| Dynamics                                 | 1   | 2 | 3 | 4 | 5    |
| Articulations                            | 1   | 2 | 3 | 4 | 5    |
| Understanding of Lyrics                  | 1   | 2 | 3 | 4 | 5    |
| Phrasing                                 | 1   | 2 | 3 | 4 | 5    |

**Interpretation/Expression (Continued)**

|                                             |   |   |   |   |   |
|---------------------------------------------|---|---|---|---|---|
| Melodic Improvisation                       | 1 | 2 | 3 | 4 | 5 |
| Harmonic Improvisation                      | 1 | 2 | 3 | 4 | 5 |
| Composition                                 | 1 | 2 | 3 | 4 | 5 |
| Arranging                                   | 1 | 2 | 3 | 4 | 5 |
| <b>Blend/Balance</b>                        |   |   |   |   |   |
| Individual                                  | 1 | 2 | 3 | 4 | 5 |
| Within Group                                | 1 | 2 | 3 | 4 | 5 |
| Solos                                       | 1 | 2 | 3 | 4 | 5 |
| <b>Posture/Position</b>                     |   |   |   |   |   |
| Instrument Position                         | 1 | 2 | 3 | 4 | 5 |
| Left Hand                                   | 1 | 2 | 3 | 4 | 5 |
| String Fingerings, Hand/Finger Positions    |   |   |   |   |   |
| Right Hand                                  | 1 | 2 | 3 | 4 | 5 |
| Trumpet Fingerings, Bowings, Mánicos, Jalón |   |   |   |   |   |
| Body Posture                                | 1 | 2 | 3 | 4 | 5 |
| Sitting and Standing                        |   |   |   |   |   |
| Uniformity/Consistency                      | 1 | 2 | 3 | 4 | 5 |
| <b>Diction/Articulation</b>                 |   |   |   |   |   |
| Attacks                                     | 1 | 2 | 3 | 4 | 5 |
| Releases                                    | 1 | 2 | 3 | 4 | 5 |
| Clarity of Text                             | 1 | 2 | 3 | 4 | 5 |
| <b>General Effect</b>                       |   |   |   |   |   |
| Energy                                      | 1 | 2 | 3 | 4 | 5 |
| Confidence                                  | 1 | 2 | 3 | 4 | 5 |
| Professional Deportment                     | 1 | 2 | 3 | 4 | 5 |
| Ensemble Skills                             | 1 | 2 | 3 | 4 | 5 |
| <b>Other</b>                                |   |   |   |   |   |
| a. _____                                    | 1 | 2 | 3 | 4 | 5 |
| b. _____                                    | 1 | 2 | 3 | 4 | 5 |

Teacher Comment: \_\_\_\_\_

---



---

### Appendix D.1. Mariachi Performance Rubric, Individual Skills

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| <b>PLAYING (25 points possible)</b>                                                               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> |
|---------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|--------------|
| <b>POSTURE:</b> correct standing posture, correct right & left hand positions                     | 5        | 4        | 3        | 2        | 1        |              |
| <b>RHYTHM:</b> accurate values of notes & rests, duration, pulse, steadiness, meter               | 5        | 4        | 3        | 2        | 1        |              |
| <b>NOTES:</b> accurate pitches and intonation                                                     | 5        | 4        | 3        | 2        | 1        |              |
| <b>TONE:</b> full sound, no buzzing, cracking or squeaking.                                       | 5        | 4        | 3        | 2        | 1        |              |
| <b>FINGERING &amp; BOWING:</b> correct fingering and/or bowing as marked                          | 5        | 4        | 3        | 2        | 1        |              |
| <b>SINGING (25 points possible)</b>                                                               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> |
| <b>POSTURE:</b> correct standing posture, hands at sides, shoulders back and relaxed, relaxed jaw | 5        | 4        | 3        | 2        | 1        |              |
| <b>RHYTHM:</b> accurate values of notes & rests, duration, pulse, steadiness, meter               | 5        | 4        | 3        | 2        | 1        |              |
| <b>NOTES:</b> accurate pitches and intonation                                                     | 5        | 4        | 3        | 2        | 1        |              |
| <b>PROJECTION:</b> full volume, breath support and pleasing tone                                  | 5        | 4        | 3        | 2        | 1        |              |
| <b>DICTION:</b> proper pronunciation, good vowels & consonants                                    | 5        | 4        | 3        | 2        | 1        |              |
| <b>OVERALL (20 points possible)</b>                                                               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> |
| <b>PRESENTATION:</b> appearance and facial expressions                                            | 5        | 4        | 3        | 2        | 1        |              |
| <b>MUSICIANSHIP:</b> expressive style, dynamics, interpretation                                   | 5        | 4        | 3        | 2        | 1        |              |
| <b>BEHAVIOR:</b> following instructions, caused no disruptions while others were performing       | 5        | 4        | 3        | 2        | 1        |              |
| <b>EFFORT:</b> practice and preparation, including memorization                                   | 5        | 4        | 3        | 2        | 1        |              |
| <b>GRAND TOTAL (70 points possible)</b>                                                           |          |          |          |          |          |              |

Instructions: Score the highest level achieved in each category, underline strengths, circle weaknesses. A “5” is considered a perfect score.

Criteria:

|                               |                               |
|-------------------------------|-------------------------------|
| 5 = Superior (above 99%)      | 3 = Average (above 75%)       |
| 4 = Above Average (above 90%) | 2 = Below Average (above 50%) |
| 3 = Average (above 75%)       | 1 = Not Passing (below 50%)   |

LEAVE BLANK

## APPENDIX D.2. Mariachi Performance Rubric, Ensemble Skills

| <b>CATEGORY</b>                                                                                                                                                                                                                   | <b>ADVANCED</b>                                                                                                                                                                                                                                                                                                                                                                             | <b>ACCOMPLISHED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>PROFICIENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>APPROACHES STNDRD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>BELOW STANDARD</b>                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTONATION</b> <ul style="list-style-type: none"> <li>Instrument Tuning</li> <li>Ensemble Intonation</li> <li>Pitch Control</li> <li>Listening/Adjusting</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Instruments are well-tuned.</li> <li>Melodic and harmonic intonation demonstrated consistently.</li> <li>Control of pitch in all registers and dynamic levels is apparent.</li> <li>Listening/adjusting skills are demonstrated consistently.</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Instruments are well-tuned.</li> <li>Melodic and harmonic intonation is very good.</li> <li>Minor problems sometimes occur in range and/or volume extremes or difficult passages.</li> <li>Listening skills are apparent and students display ability to correct most problems.</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Instruments are tuned relatively well.</li> <li>Less demanding melodies, intervals and harmonic structures are performed successfully.</li> <li>More complex intervals, octaves and unisons performed with partial success.</li> <li>Listening skills are demonstrated and attempts are made to correct obvious problems.</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Instruments are somewhat in tune.</li> <li>Difficult intervals/harmonic structure are the major intonation weaknesses.</li> <li>Individual and sectional intonation problems are seldom corrected.</li> <li>Listening and attentiveness are inconsistent and often neglected.</li> </ul>                                                                                                                                             | <ul style="list-style-type: none"> <li>Instruments are out of tune consistently.</li> <li>Simple intervals and harmonic structure show lack of intonation.</li> <li>Individual and sectional intonation are not corrected.</li> <li>Listening and attentiveness is not demonstrated.</li> </ul> |
| <b>TONE</b> <ul style="list-style-type: none"> <li>Color</li> <li>Texture</li> <li>Sonority</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Well-focused full, rich tone is produced consistently.</li> <li>Uniform color, texture and sonority is demonstrated consistently during the entire performance.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Appropriate tone quality is achieved most of the time with some problems occurring during the most demanding passages.</li> <li>Uniform color, texture and sonority is well-controlled.</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>A basic approach to appropriate tone production is demonstrated in less demanding passages with problems evident in passages of extremes in volumes and/or registers.</li> <li>Uniform color and texture is apparent in less demanding passages.</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>A basic understanding of tone quality concepts is lacking.</li> <li>Volume and register extremes are not controlled.</li> <li>Uniform color and texture is inconsistent.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Basic elements of color, texture, and sonority are rarely evident.</li> </ul>                                                                                                                                                                            |
| <b>TECHNIQUE: Ensemble</b> <ul style="list-style-type: none"> <li>Uniformity/ Cohesiveness</li> <li>Articulation</li> <li>Style/Technique</li> <li>Flexibility/Dexterity</li> <li>Posture/Instrument</li> <li>Position</li> </ul> | <ul style="list-style-type: none"> <li>Ensemble cohesiveness is outstanding.</li> <li>Comprehensive knowledge of correct articulation style and technique is demonstrated during the entire performance.</li> <li>The entire ensemble exhibits flexibility and dexterity consistently.</li> <li>All students exhibit correct posture and instrument position consistently.</li> </ul>       | <ul style="list-style-type: none"> <li>Ensemble cohesiveness is apparent most of the time.</li> <li>A working knowledge of articulation styles is evident.</li> <li>Manual dexterity is exhibited with flexibility being evident for the majority of the performance.</li> <li>Most students exhibit correct posture and instrument position consistently.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Ensemble cohesiveness is demonstrated inconsistently.</li> <li>Articulation technique and style are appropriate most of the time. Styles are often performed uniformly but consistency and accuracy are lacking with more complex articulations lacking clarity and control.</li> <li>Players demonstrate a degree of flexibility and dexterity inconsistently.</li> <li>Some students exhibit correct posture and instrument position inconsistently.</li> </ul> | <ul style="list-style-type: none"> <li>Uniformity is achieved in some simple passages but overall cohesiveness is not evident.</li> <li>Articulation technique, styles and accuracy are appropriate some of the time but often cause severe problems.</li> <li>Flexibility and dexterity are persistent problems. Faster, more complex passages tax players beyond their ability.</li> <li>Students exhibit correct posture and/or instrument position at times.</li> </ul> | <ul style="list-style-type: none"> <li>Uniformity and attention to articulation are rarely demonstrated.</li> <li>Flexibility and dexterity present challenges consistently.</li> <li>Students do not exhibit correct posture and/or instrument position.</li> </ul>                            |
| <b>TECHNIQUE: Strings</b> <ul style="list-style-type: none"> <li>Bow</li> <li>Left Hand</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Uniformity in bow direction, contact points and distribution demonstrated consistently.</li> <li>Hand positions are correct</li> <li>When used, shifting, vibrato and use of 4<sup>th</sup> finger are accurate and effective</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Uniformity in bow direction, contact points and distribution often demonstrated.</li> <li>When used, most shifting, vibrato and use of 4<sup>th</sup> finger are accurate and effective.</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Uniformity in bow direction, contact points and distribution inconsistently.</li> <li>When used, shifting, vibrato and use of 4<sup>th</sup> finger are sometimes accurate and effective.</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Uniformity in bow direction, contact points and distribution rarely demonstrated.</li> <li>When used, shifting, vibrato and use of 4<sup>th</sup> finger are not accurate or effective.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Uniformity in bow direction, contact points and distribution not evident.</li> <li>Correct hand position is not demonstrated</li> </ul>                                                                                                                  |
| <b>TECHNIQUE: Vocal</b> <ul style="list-style-type: none"> <li>Clarity of Text</li> <li>Begin/End Consonants</li> <li>Vowel Uniformity</li> <li>Attention to</li> <li>Attacks/Releases</li> </ul>                                 | <ul style="list-style-type: none"> <li>Language is pronounced correctly.</li> <li>Precise diction enhances rhythmic accuracy.</li> <li>Consonants are clearly articulated consistently</li> <li>Vowels are uniform across the sections and the ensemble and modified appropriately when required</li> <li>Attacks and releases are precise across the sections and the ensemble.</li> </ul> | <ul style="list-style-type: none"> <li>Language is pronounced correctly.</li> <li>Diction is clear with lapses in faster passages or in extreme ranges.</li> <li>Consonants are clearly articulated most of the time.</li> <li>Vowels are uniform across the sections and the ensemble with lapses in faster passages or where modification is required.</li> <li>Attacks and releases are precise across the sections and the ensemble.</li> </ul> | <ul style="list-style-type: none"> <li>Language is pronounced correctly most of the time.</li> <li>Efforts are made to achieve accurate diction.</li> <li>Consonants are clearly articulated some of the time.</li> <li>Efforts are made to achieve a uniform vowel sound most of the time.</li> <li>Attacks and releases are precise some of the time.</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>Mastery of language is demonstrated inconsistently.</li> <li>Diction is clear inconsistently.</li> <li>Consonants, attacks, and releases are clear and precise only in simple passages.</li> <li>Uniform vowel sound is demonstrated inconsistently.</li> <li>Attacks are releases are imprecise.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Mastery of language is not demonstrated.</li> <li>Diction is not clear.</li> <li>Consonants, attacks, and releases are not clear and precise.</li> <li>Uniform vowel sound is not demonstrated.</li> <li>Attacks are releases are imprecise.</li> </ul>  |

## APPENDIX D.2. Mariachi Performance Rubric, Ensemble Skills

|                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>MUSIC</i></b> <ul style="list-style-type: none"> <li>• Appropriate Level</li> <li>• Pulse Accuracy</li> <li>• Rhythmic Accuracy</li> <li>• Note Accuracy</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>-Music is well chosen/suitable.</li> <li>-Precise steady and well-controlled pulse demonstrated.</li> <li>-Rhythmic accuracy is demonstrated consistently.</li> <li>-Notes and note values are performed correctly.</li> </ul> | <ul style="list-style-type: none"> <li>-Music is suitable for most players.</li> <li>-Generally precise pulse demonstrated.</li> <li>-Minor rhythmic mishaps occur.</li> <li>-Very few incorrect notes/note values evident.</li> </ul>                    | <ul style="list-style-type: none"> <li>-Music is suitable for most players.</li> <li>-A lack of rhythmic precision and control is evident.</li> <li>-Some rhythms are performed inaccurately.</li> <li>-Incorrect notes and/or note values evident.</li> </ul>     | <ul style="list-style-type: none"> <li>-Music is inappropriate.</li> <li>-Erratic and uncontrolled pulse is evident.</li> <li>-Incorrect rhythms are evident</li> <li>-Incorrect notes and note values demonstrated over the course of the entire performance.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>-Music is inappropriate.</li> <li>-Consistent pulse is not demonstrated.</li> <li>-Incorrect rhythms are evident consistently.</li> <li>-Inattention to note accuracy is demonstrated consistently</li> </ul> |
| <b><i>INTERPRETATION</i></b> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Nuance</li> <li>• Phrasing</li> <li>• Dynamics</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>-Interpretation is communicated through expression.</li> <li>-Exceptional use of nuance.</li> <li>-Exceptional phrasing.</li> <li>-Dynamics are well executed.</li> </ul>                                                      | <ul style="list-style-type: none"> <li>-Expression is often evident.</li> <li>-Frequent use of nuance.</li> <li>-Very good phrasing.</li> <li>-Most dynamics are well executed.</li> </ul>                                                                | <ul style="list-style-type: none"> <li>-Expression is evident inconsistently.</li> <li>-Use of nuance demonstrated inconsistently.</li> <li>-Some phrasing demonstrated.</li> <li>-Some dynamics are well executed.</li> </ul>                                     | <ul style="list-style-type: none"> <li>-Expression is rarely evident.</li> <li>-Nuance rarely evident.</li> <li>-No attempt at phrasing.</li> <li>-Use of dynamics not evident.</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>-Expression is not evident.</li> <li>-Understanding of nuance, phrasing and dynamics not demonstrated.</li> </ul>                                                                                             |
| <b><i>BLEND/BALANCE</i></b> <ul style="list-style-type: none"> <li>• Individuals/Sections</li> <li>• Listening</li> <li>• Melody/Harmony</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>-Individuals within the sections are not distinguishable.</li> <li>-Listening is evident consistently.</li> <li>-Melody and harmony are balanced accurately.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>-Individuals within the sections are sometimes distinguishable.</li> <li>-Evidence of well-developed listening skills is apparent.</li> <li>-Melody and harmony are often balanced accurately.</li> </ul>          | <ul style="list-style-type: none"> <li>-Individuals within the sections are often distinguishable.</li> <li>-Listening skills are often demonstrated.</li> <li>-Balance of melody and harmony is inconsistent.</li> </ul>                                          | <ul style="list-style-type: none"> <li>-Individuals within the sections perform without regard to blend or balance.</li> <li>-Listening is inconsistent and often neglected.</li> <li>-Balance of melody and harmony is sometimes achieved during less demanding passages but faster, louder and higher passages are not balanced. Individual players and/or sections tend to dominate.</li> </ul> | <ul style="list-style-type: none"> <li>-Individuals within the sections perform without regard to blend or balance.</li> <li>-Understanding of blend or balance is not demonstrated.</li> <li>-Listening is neglected consistently.</li> </ul>       |
| <b><i>GENERAL EFFECT</i></b> <ul style="list-style-type: none"> <li>• Stage Etiquette</li> <li>• Ensemble Appearance</li> <li>• (The <i>uniformity</i> of appearance is being adjudicated—not the uniform itself)</li> <li>• Audience Appeal</li> </ul> | <ul style="list-style-type: none"> <li>-Confidence and discipline are exhibited during the entire presentation.</li> <li>-All performers demonstrate an attention to uniform appearance.</li> <li>-Performance is inspiring.</li> </ul>                               | <ul style="list-style-type: none"> <li>-Confidence and discipline are often exhibited during the presentation.</li> <li>-Uniform appearance is evident by the majority of the performers.</li> <li>-Performance is inspiring most of the time.</li> </ul> | <ul style="list-style-type: none"> <li>-Discipline is exhibited but a lack of confidence is evident.</li> <li>-Attention to uniformity of appearance is lacking by the majority of the performers.</li> <li>-Performance is inspiring some of the time.</li> </ul> | <ul style="list-style-type: none"> <li>-Confidence and discipline are not evident.</li> <li>-Uniformity of appearance is not evident.</li> <li>-Performance is not inspiring.</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>-Confidence and discipline are not evident.</li> <li>-Attention to appearance is not evident.</li> <li>-Players demonstrate apathy.</li> </ul>                                                                |

LEAVE BLANK

## ENSEMBLE PERFORMANCE ASSESSMENT FORM

Ensemble/School \_\_\_\_\_ Director \_\_\_\_\_

| <b>DIRECTOR'S INSTRUCTIONS:</b><br>There are no required selections. Total time for set-up, performance, and exit is 30 minutes. Three to four selections may be performed within the 30 minute performance time. |                                            |                      | <b>ADJUDICATOR'S INSTRUCTIONS:</b><br>Please award a numerical score for each category below. Feel free to place a plus (+) or minus (-) in the Category boxes or next to the appropriate sub-category. Comments are to be written on the adjacent page. |                  |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| MAIN CATEGORIES                                                                                                                                                                                                   | SUB-CATEGORIES<br>(INSTRUMENTAL AND VOCAL) |                      |                                                                                                                                                                                                                                                          | MAXIMUM<br>SCORE | ASSESSMENT<br>SCORE |
| <b>INTONATION</b>                                                                                                                                                                                                 | Selection 1                                | Selection 2          |                                                                                                                                                                                                                                                          | <b>15</b>        |                     |
|                                                                                                                                                                                                                   | Selection 3                                | Selection 4          |                                                                                                                                                                                                                                                          |                  |                     |
| <b>TONE</b>                                                                                                                                                                                                       | Projection                                 | Support              | Beauty                                                                                                                                                                                                                                                   | <b>15</b>        |                     |
|                                                                                                                                                                                                                   | Quality                                    | Vitality             | Control                                                                                                                                                                                                                                                  |                  |                     |
| <b>TECHNIQUE</b>                                                                                                                                                                                                  | L/R Hand Positions                         | Instrument Positions | Posture                                                                                                                                                                                                                                                  | <b>15</b>        |                     |
|                                                                                                                                                                                                                   |                                            |                      |                                                                                                                                                                                                                                                          |                  |                     |
| <b>MUSIC</b>                                                                                                                                                                                                      | Note Accuracy                              | Quality              | Choice                                                                                                                                                                                                                                                   | <b>15</b>        |                     |
|                                                                                                                                                                                                                   | Variety                                    | Degree of Difficulty |                                                                                                                                                                                                                                                          |                  |                     |
| <b>INTERPRETATION</b>                                                                                                                                                                                             | Expression                                 | Tempo                | Dynamics                                                                                                                                                                                                                                                 | <b>15</b>        |                     |
|                                                                                                                                                                                                                   | Articulation                               | Phrasing             | Text                                                                                                                                                                                                                                                     |                  |                     |
|                                                                                                                                                                                                                   | Appropriate to Style/Form                  |                      |                                                                                                                                                                                                                                                          |                  |                     |
| <b>DICTION</b>                                                                                                                                                                                                    | Vowels                                     | Consonants           | Spanish                                                                                                                                                                                                                                                  | <b>10</b>        |                     |
|                                                                                                                                                                                                                   |                                            |                      |                                                                                                                                                                                                                                                          |                  |                     |
| <b>BLEND / BALANCE</b>                                                                                                                                                                                            | Ensemble                                   | Section              | Individual                                                                                                                                                                                                                                               | <b>10</b>        |                     |
|                                                                                                                                                                                                                   |                                            |                      |                                                                                                                                                                                                                                                          |                  |                     |
| <b>GENERAL EFFECT</b>                                                                                                                                                                                             | Energy                                     | Excitement           | Confidence                                                                                                                                                                                                                                               | <b>5</b>         |                     |
|                                                                                                                                                                                                                   | Communication                              | Ensemble Unity       |                                                                                                                                                                                                                                                          |                  |                     |
|                                                                                                                                                                                                                   | deportment                                 | Appearance           |                                                                                                                                                                                                                                                          |                  |                     |
| <b>TOTALS:</b>                                                                                                                                                                                                    |                                            |                      |                                                                                                                                                                                                                                                          | <b>100</b>       |                     |

**SCORING/AWARD LEVELS**

|           |          |
|-----------|----------|
| SUPERIOR  | 90 - 100 |
| EXCELLENT | 80- 89   |
| GOOD      | 65-79    |
| MERIT     | 50-64    |

\_\_\_\_\_  
ADJUDICATOR'S SIGNATURE

# MARIACHI FESTIVAL PERFORMANCE ASSESSMENT FORM

Ensemble/School \_\_\_\_\_ Director \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADJUDICATOR'S INSTRUCTIONS:</b><br>Please provide helpful comments/recommendations in the appropriate boxes below and ensure that the comments justify the rating.<br>(EX: If a III is awarded in interpretation, please explain how the ensemble may work to improve in that specific category.) It is not necessary to provide comments in each and every category. |
| <b>CATEGORY COMMENTS</b><br><b>(INSTRUMENTAL AND VOCAL)</b>                                                                                                                                                                                                                                                                                                              |
| <b>INTONATION:</b>                                                                                                                                                                                                                                                                                                                                                       |
| <b>TONE:</b>                                                                                                                                                                                                                                                                                                                                                             |
| <b>TECHNIQUE:</b>                                                                                                                                                                                                                                                                                                                                                        |
| <b>MUSIC:</b>                                                                                                                                                                                                                                                                                                                                                            |
| <b>INTERPRETATION:</b>                                                                                                                                                                                                                                                                                                                                                   |
| <b>DICTION:</b>                                                                                                                                                                                                                                                                                                                                                          |
| <b>BLEND / BALANCE:</b>                                                                                                                                                                                                                                                                                                                                                  |
| <b>GENERAL EFFECT:</b>                                                                                                                                                                                                                                                                                                                                                   |

\_\_\_\_\_  
ADJUDICATOR'S INITIALS

LEAVE BLANK

### Appendix G. Exit Survey Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please check the reasons for planning to no longer participate in the *Jose Hernandez Mariachi Academy*?

I. Conflict:

- \_\_\_\_\_ With present instructor
- \_\_\_\_\_ With next instructor
- \_\_\_\_\_ With instructor at the next level
- \_\_\_\_\_ With schedule
- \_\_\_\_\_ With 5<sup>th</sup> grade recess
- \_\_\_\_\_ With 6<sup>th</sup> grade rehearsal time
- \_\_\_\_\_ With marching band
- \_\_\_\_\_ With concert band
- \_\_\_\_\_ With athletics
- \_\_\_\_\_ With other school activities
- \_\_\_\_\_ With outside school activities
- \_\_\_\_\_ With music selection
- \_\_\_\_\_ With boredom
- \_\_\_\_\_ With other band students
- \_\_\_\_\_ Not my kind of group
- \_\_\_\_\_ I'm a better athlete and they want me to choose
- \_\_\_\_\_ My parents want me to concentrate on academics
- \_\_\_\_\_ This isn't what I thought it would be

II. "I've lost interest." Please indicate why you have lost interest.

- \_\_\_\_\_ It's too hard
- \_\_\_\_\_ I feel more rewarded in something else
- \_\_\_\_\_ It takes too much time
- \_\_\_\_\_ I'm not good enough
- \_\_\_\_\_ I don't feel good about my efforts
- \_\_\_\_\_ I'm afraid of playing by myself
- \_\_\_\_\_ I play the wrong instrument for jazz band
- \_\_\_\_\_ Too costly
- \_\_\_\_\_ Seems to control my life

III. "I have fears (reservations) about continuing in mariachi." Please indicate concerns you have that are causing you to have this fear.

- \_\_\_\_\_ Competition
- \_\_\_\_\_ Time commitment
- \_\_\_\_\_ Physical part of marching band
- \_\_\_\_\_ I'm not good enough

LEAVE BLANK

# PLANNING FOR SUCCESS

|                                              |                                                                                                              |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                                 |                                                                                                              |
| <b>Composer</b>                              |                                                                                                              |
| <b>Style</b>                                 |                                                                                                              |
| <b>Key Signature</b>                         |                                                                                                              |
| <b>Time Signature</b>                        | How many beats per measure? _____<br>What kind of note gets one beat? _____                                  |
| <b>Scales/<br/>Exercises<br/>to Practice</b> | <div>Violin</div> <div>B<math>\flat</math> Trumpet</div> <div>Vihuela/<br/>Guitar</div> <div>Guitarrón</div> |
| <b>Chords</b>                                |                                                                                                              |
| <b>Mánicos<br/>(Strumming<br/>Patterns)</b>  | Be sure to include clef, key signature, and time signature.<br>_____<br>_____<br>_____<br>_____              |
| <b>Vocabulary</b>                            | List and define the new terms learned. Be sure to illustrate the corresponding markings where appropriate.   |
| <b>Notes</b>                                 |                                                                                                              |



## Planning for Success Additional Notes

[illegible]