

Rubric for Mariachi Performance Assessment

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

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