

Clinton High School *Ensemble* Critique Form

For Brass Choir and Woodwind Choir				Your Name: _____		
Group Name: _____						
Mastery Level	*5* 5-11	*4* 12-22	*3* 23-33	*2* 34-44	*1* 45-50	*0* Not Observed 50+
	Advanced	Proficient	Basic		Minimal	Comments
Tone	1 2	3 4	5 6	7 8		
<ul style="list-style-type: none"> • Clarity • Support 	Mature, focused, clear, consistently well-supported ensemble tone in all ranges.	Clear, focused ensemble tone most of the time. Minor problems occur in outer ranges and volumes.	Emerging ensemble tone that lacks clarity and support in outer ranges and volumes.		Ensemble tone is thin, unsupported or forced most of the time.	
Intonation	1 2	3 4	5 6	7 8		
<ul style="list-style-type: none"> • Control • Pitch Adjustment Skills 	Accurate intonation control in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation control difficulties. Pitch adjustment is usually successful.	Intonation control problems on some notes. Pitch adjustment skills are still emerging.		Intonation control problems on many notes. Pitch adjustment skills are not developed.	
Balance	1 2	3 4	5 6	7 8		
<ul style="list-style-type: none"> • Blend • Listening Skills • Set-Up 	Correct and musical balance/blend throughout. Effective listening skills are enhanced by set-up.	Usually correct, musical balance/blend. A few errors in listening skills and/or set-up.	Dominance by one or more players creates occasional balance/blend problems. Listening skills are emerging, and/or set-up compromises ensemble.		Little attention given to balance/blend. Listening skills are missing, and/or set-up adversely effects balance.	
Expression	1 2	3 4	5 6	7 8		
<ul style="list-style-type: none"> • Style • Interpretation • Phrasing • Dynamics 	Musical, confident, expressive, correct style and interpretation throughout. Sensitive phrasing and dynamics enhance performance.	Accurate expression most of the time with occasional lapses in dynamics, phrasing, correct tempo, style and/or interpretation.	Usually rigid and mechanical expression. Correct style, tempo phrasing, dynamics, and/or interpretation are emerging.		Correct style, phrasing, dynamics, and interpretation are missing.	
Technique	1 2	3 4	5 6	7 8		
<ul style="list-style-type: none"> • Notes • Rhythms • Articulations • Bowings • Pulse • Tempo 	Precision in all notes, rhythms, articulations, bowings with correct pulse and accurate tempo throughout.	Infrequent errors. A few minor problems in technical passages.	Notes, rhythms, pulse, articulations, bowings and/or tempo during technical passages are emerging.		Numerous inaccurate notes, rhythms, pulse, articulations, bowings and/or tempo.	

Total Points:	
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Band Learning Targets

Each student in band will be graded using these learning targets on a 4 point scale. 1= just beginning, 2 = improvement started, 3= almost mastered, 4 = mastered

As each student has different strengths and weaknesses in their playing, as well as different learning styles and speeds, mastery in each learning target is not required for a better grade. However, effort toward the improvement of learning targets yet to be mastered is what will define the grade given for band.

Tone:

1. I can play with a resonant tone
2. I can control and maintain my tone with air
3. I can play a clear tone
4. I can play with a focused sound
5. I can consistently play with a good tone
6. I can play with a warm tone

Intonation:

1. I can play each note within my range in tune.
2. I can play in tune within an ensemble.

Rhythm:

1. I can play with rhythmic accuracy.
2. I can play each note and rest for its full value (duration)
3. I can maintain a proper pulse and steadiness within the written meter.

Balance/Blend:

1. I can blend my sound into the qualities of the ensemble.
2. I can develop an understanding and awareness of the ensemble and the different parts being played.
3. I can determine whether I am playing melody, counter-melody, or accompaniment.

Technique:

1. I can attack and release each note together with the ensemble.
2. I can control the sound within the full range of my instrument.
3. I can play my instrument with proper musical and mechanical skill.

Interpretation/Musicianship:

1. I can develop an understanding of style within each piece of music
2. I can play and breathe with proper phrasing
3. I can maintain and change tempo when required by the music.
4. I can follow and play properly all dynamic markings
5. I can follow and play properly all articulation markings
6. I can involve emotion into my playing.

Other:

1. I can maintain my uniform and appearance to meet high standards for performance.
2. I can be professional during rehearsals and performances.

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3. I can play my instrument with proper posture.
4. I can play my music memorized when required.
5. I can play my part at a mastery level alone or in a group.
6. I can develop good practice habits to achieve mastery of all above learning targets.