

La Crosse Area Lutheran Schools - Science & Fine Arts

Instrument Ensemble

Name(s): _____

I certify that the above named student is prepared for the festival and understands this form.
Signature Teacher or Parent: _____

Title:
WSMA #:
School:
Grade: 5 6 7 8
Years Played:
Accompanist:

Composer: _____

Adjudicator

Award Divisions	I* (A only) 5 - 8	I 5 - 11 9 - 11	II 12 - 22	III 23 - 33	IV 34 - 44	V 45 - 50	
Tone <ul style="list-style-type: none"> • Breathing • Embouchure • Bowing 	<p style="text-align: center;">1 2</p> <p>C & B: Focused ensemble tone for this class with consistently appropriate breathing, bowing, embouchure skills in all registers/ranges. A: Open, resonant, full ensemble tone in all registers and ranges. Excellent breathing, bowing embouchure skills.</p>	<p style="text-align: center;">3 4</p> <p>C & B: Focused ensemble tone for this class with minor lapses in appropriate breathing, bowing, embouchure skills. A: Characteristic ensemble tone most of the time. Minor breathing, bowing, embouchure problems in outer ranges and volumes.</p>	<p style="text-align: center;">5 6</p> <p>C & B: Unstable ensemble tone for this class in some ranges due to incorrect breathing, bowing, embouchure skills. A: A basic ensemble tonal concept. Notable breathing, bowing embouchure problems in outer ranges and volumes.</p>	<p style="text-align: center;">7 8</p> <p>C & B: Thin or forced ensemble tone for this class most of the time due to lack of breath support, incorrect embouchure or bowing. A: Weak ensemble tone production most of the time due incorrect breath support, embouchure or bowing.</p>	<p style="text-align: center;">9 10</p> <p>C, B, and A: A lack of understanding of how to produce the basic ensemble tone. Fundamentals of breathing, bowing, embouchure need work.</p>		
Intonation <ul style="list-style-type: none"> • Consistency • Pitch Adjustment Skills 	<p style="text-align: center;">1 2</p> <p>Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.</p>	<p style="text-align: center;">3 4</p> <p>Minimal intonation difficulties. Pitch adjustment skills are usually successful.</p>	<p style="text-align: center;">5 6</p> <p>Mostly accurate intonation with some out-of-tune notes. Pitch adjustment skills are still developing.</p>	<p style="text-align: center;">7 8</p> <p>Some sense of intonation, but with significant problems. Pitch adjustment skills are not developed.</p>	<p style="text-align: center;">9 10</p> <p>An unawareness of tuning problems. Needs development of pitch adjustment skills.</p>		
Balance <ul style="list-style-type: none"> • Blend • Listening Skills • Set-up 	<p style="text-align: center;">1 2</p> <p>Consistently excellent ensemble balance and blend. Effective listening skills are enhanced by set-up.</p>	<p style="text-align: center;">3 4</p> <p>Accurate ensemble blend, balance most of the time. Minor errors in listening skills and/or set-up.</p>	<p style="text-align: center;">5 6</p> <p>Dominance by one or two players creates occasional balance, blend problems. Listening skills are still developing, and/or are compromised by set-up.</p>	<p style="text-align: center;">7 8</p> <p>Significant balance, blend problems. Listening skills are not developed. Set-up inhibits balance.</p>	<p style="text-align: center;">9 10</p> <p>A lack of understanding of balance, blend, listening skills, and set-up.</p>		
Technique <ul style="list-style-type: none"> • Notes • Rhythms • Pulse • Articulations 	<p style="text-align: center;">1 2</p> <p>Consistently correct notes, rhythms, pulse, articulations.</p>	<p style="text-align: center;">3 4</p> <p>Minor errors in notes, rhythms, pulse, articulations.</p>	<p style="text-align: center;">5 6</p> <p>A lack of consistency in correct notes, rhythms, pulse, articulations in technical passages.</p>	<p style="text-align: center;">7 8</p> <p>Numerous inaccurate notes, rhythms, pulse, articulations.</p>	<p style="text-align: center;">9 10</p> <p>An unawareness of correct notes, rhythms, pulse, articulations.</p>		
Expression <ul style="list-style-type: none"> • Style Elements • Interpretation • Phrasing • Dynamics • Tempo 	<p style="text-align: center;">1 2</p> <p>Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.</p>	<p style="text-align: center;">3 4</p> <p>Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.</p>	<p style="text-align: center;">5 6</p> <p>Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.</p>	<p style="text-align: center;">7 8</p> <p>Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation missing.</p>	<p style="text-align: center;">9 10</p> <p>A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.</p>		

_____ **TOTAL POINTS**

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