

Savannah Arts Academy 2020 Orchestra Audition Rubric

Orchestra Audition	Points available
1. GMEA Middle School All-State Scale and Arpeggio 1 Separate bows (QN = 100) Violin: G Major, 3 octaves Viola: C Major, 3 octaves Cello: C Major, 3 octaves Bass: F Major, 2 octaves	15
2. GMEA Middle School All-State Scale and Arpeggio 2 Separate bows (QN = 100) Violin: A Major, 3 octaves Viola: D Major, 3 octaves Cello: D Major, 3 octaves Bass: G Major, 2 octaves	15
3. GMEA 2019-2020 All-State Etude Violin: Wohlfahrt: Foundation Studies, Carl Fischer, Rachel Barton Pine Edition, Book 2, #13. QN=92 (or #13 in Merle J. Isaac edition) Viola: Wohlfahrt: Foundation Studies, Carl Fischer, Rachel Barton Pine Edition, Book 2, #13. QN=92 (or #13 in Merle J. Isaac edition) Cello: Schroeder: 170 Foundation Studies, Carl Fischer, Volume 1, # 63. Dotted QN=100 Bass: Sturm: 110 Studies op 20, International, Volume 1, No. 54. QN=72	30
4. Solo Piece of Candidate's Choice	30
5. Sight Reading Exercise	10
Total	100

Orchestra Performance Evaluation Rubrics

Scales (15 points each)

Category	5 Superior	4.0 - 4.9 Excellent	3.0 - 3.9 Good	2.0 - 2.9 Needs Improvement	0 - 1.9 Unskilled	Total Points
Tone (beauty, control, characteristic timbre)	Tone is characteristic for the instrument played, consistently focused and centered throughout the range of the instrument.	Tone is focused, centered and clear throughout the normal range of the instrument, but lacks one or more element in the extreme ranges.	Tone is somewhat focused and clear, but lacks clarity and control in certain ranges.	Tone lacks in clarity and focus. Control is not yet evident on extreme ranges.	Little evidence of characteristic tone quality. Unfocused and unclear.	
Intonation	All pitches are in tune throughout the instrumental range. Student has awareness of tendency tones and makes corrections	Student generally performs pitches in tune, but has minor problems with tendency tones and pitch accuracy.	Student plays somewhat in tune, but doesn't exhibit full awareness of pitch accuracy, intonation or tendency tones.	Intonation is not accurate. Pitch control fluctuates, and student performs with little intention to play in tune.	Student plays mainly out of tune.	
Technique (articulation, fingerings, bowing, facility, rhythm)	Notes are correctly articulated and fingered. Rhythms are accurate and in tempo. Facility and command of the instrument are apparent.	Notes are mostly played with correct articulation and apparent attention to bowing, rhythmic accuracy, and steady tempo. Facility is acceptable for level.	Lacking one or more qualities of proper technique, but student does have a basic concept of proper techniques.	Notes are incorrectly articulated, knowledge of fingerings is not up to level, bowing is sporadic, and rhythms are out of tempo.	No attention to articulation, bowing, and student plays rhythms inaccurately.	

Sight Reading (10 points)

Category	5 Superior	4.0 - 4.9 Excellent	3.0 - 3.9 Good	2.0 - 2.9 Needs Improvement	0 - 1.9 Unskilled	Total Points
Intonation	All pitches are in tune throughout the instrumental range. Student has awareness of tendency tones and makes corrections	Student generally performs pitches in tune, but has minor problems with tendency tones and pitch accuracy.	Student plays somewhat in tune, but doesn't exhibit full awareness of pitch accuracy, intonation or tendency tones.	Intonation is not accurate. Pitch control fluctuates, and student performs with little intention to play in tune.	Student plays mainly out of tune.	
Technique (articulation, fingerings, bowing, facility, rhythm)	Notes are correctly articulated and fingered. Bowings are performed as indicated. Rhythms are accurate and in tempo.	Notes are mostly played with correct articulation and apparent attention to bowing, rhythmic accuracy, and steady tempo. Facility is acceptable for level.	Lacking one or more qualities of proper technique, but student does have a basic concept of proper techniques.	Notes are incorrectly articulated, knowledge of fingerings is not up to level, bowing is sporadic, rhythms are out of tempo	No attention to articulation, bowing, and student plays rhythms inaccurately.	

Orchestra Performance Evaluation Rubrics

Etude and Solo Piece (30 points each)

Category	5 Superior	4.0 – 4.9 Excellent	3.0 – 3.9 Good	2.0 – 2.9 Needs Improvement	0 – 1.9 Unskilled	Total Points
Tone (beauty, control, characteristic timbre)	Tone is characteristic for the instrument played, consistently focused and centered throughout the range of the instrument.	Tone is focused, centered and clear throughout the normal range of the instrument, but lacks one or more element in the extreme ranges.	Tone is somewhat focused and clear, but lacks clarity and control in certain ranges.	Tone lacks in clarity and focus. Control is not yet evident on extreme ranges.	Little evidence of characteristic tone quality. Unfocused and unclear.	
Intonation	All pitches are in tune throughout the instrumental range. Student has awareness of tendency tones and makes corrections	Student generally performs pitches in tune, but has minor problems with tendency tones and pitch accuracy.	Student plays somewhat in tune, but doesn't exhibit full awareness of pitch accuracy, intonation or tendency tones.	Intonation is not accurate. Pitch control fluctuates, and student performs with little intention to play in tune.	Student plays mainly out of tune.	
Rhythm	Rhythms are played accurately and in tempo throughout performance.	Rhythms are mostly accurate. Some duration errors, but errors do not detract from overall performance.	Rhythms are inconsistent, but student maintains correct tempo. Duration errors detract from overall performance.	Rhythms are frequently inconsistent, and out of tempo. Many repeated duration errors seriously detract from overall performance.	Rhythms are erratic and rarely accurate, with no clear sense of tempo and steady beat.	
Technique (articulation, fingerings, bowing, facility, rhythm)	Notes are correctly articulated and fingered. Bowings are in accordance with standard practice.	Notes are mostly played with correct articulation and apparent attention to breathing, and steady tempo. Facility is acceptable for level.	Lacking one or more qualities of proper technique, but student does have a basic concept of proper techniques.	Notes are incorrectly articulated, knowledge of fingerings is not up to level, bowings are sporadic,	No attention given to articulation, finger patterns or bowings.	
Interpretation (expression, phrasing, style, tempo)	Student performs musically, expressively, uses proper knowledge of phrasing, style and correct tempo.	Student has good sense of style, expressiveness, phrasing and tempo, but has minor defects in one or more areas.	Student shows signs of proper interpretation, but shows some weakness in one or more areas.	Student generally plays well, but is lacking in a complete understanding and application of interpretive performance.	Performs with little to no expression, phrasing, style or correct tempos.	
Musicality (artistry, fluency)	Student plays with artistry, fluency and a command of instrument and music.	Musicality is generally good, but has minor deficiencies which keep it from the highest rating.	Overall musicality is sufficient, but falls short because of lack of musicality.	Music is played, but artistry and fluency are seldom observable.	Artistry and fluency are not observable, student does not demonstrate command of the instrument and music.	