

# The Ohio State University Marching Band

## Music Adjudication Rubric

### Brass

#### TONE AND CONTROL

- 8.1 – 10      Player consistently demonstrates a mature, characteristic tone. Proper breath support is almost always apparent, and intonation is well controlled.
- 6.1 – 8      Player usually demonstrates good tone with good breath support. Intonation is generally controlled but with occasional problems.
- 4.1 – 6      Player demonstrates a minimally acceptable tone quality. Breath support may be an occasional problem. Intonation is at times distracting.
- 2.1 – 4      Player usually demonstrates a below average quality of sound. Breath support is lacking and intonation is consistently problematic.
- 0 – 2      Player consistently demonstrates an immature, uncharacteristic tone with little to no breath support and very little control. Intonation skills are severely lacking.

#### TECHNIQUE

- 8.1 – 10      Note/rhythmic accuracy is outstanding, with very few flaws. Finger/slide technique is well-developed and consistent throughout the audition.
- 6.1 – 8      Note/rhythmic accuracy is generally strong, but with occasional deficiencies. Finger/slide technique shows minor flaws at times.
- 4.1 – 6      Note/rhythmic accuracy is generally apparent, but obvious errors occur throughout the audition. Finger/slide technique is minimally acceptable for the demands of the music.
- 2.1 – 4      Note/rhythmic accuracy is a consistent problem. Finger/slide technique is not sufficient for the demands of the music.
- 0 – 2      Note/rhythmic accuracy is very poor, and large sections of the music may be unintelligible. Finger/slide technique is severely lacking.

## **ARTICULATION AND STYLE**

- 8.1 – 10      Articulations are nearly always appropriate for the style of the music. Tempo, phrasing, attacks/releases, and dynamics lead to a true musical expression.
- 6.1 – 8      Articulations are appropriate for the style of the music, but with minor errors. Proper tempo, phrasing, attacks/releases, and dynamics are usually observed.
- 4.1 – 6      Articulations are performed at a minimally acceptable level, but with distracting errors. Proper tempo, phrasing, attacks/releases, and dynamics are sometimes evident.
- 2.1 – 4      Player struggles to articulate properly. Tempo, phrasing, attacks/releases, and dynamics are only rarely observed.
- 0 – 2      Fundamental articulations are executed very poorly. No effort is made to follow musical guidelines (tempo, phrasing, attacks/releases, dynamics) notated in the part.

## **PREPARATION**

- 8.1 – 10      Player demonstrates a superior level of preparation. Attention is paid to nearly all details written in the music. School songs are fully memorized.
- 6.1 – 8      Player demonstrates an excellent level of preparation. Attention is paid to most of the details written in the music. School songs are memorized, but with a few minor errors.
- 4.1 – 6      Player demonstrates an average level of preparation. Attention is paid to some musical details, but some details are missed. School songs are memorized at a minimally acceptable level.
- 2.1 – 4      Player is not adequately prepared, and many of the details written into the music are not observed. School songs are only partially memorized.
- 0 – 2      Player is clearly unprepared. Most details in the music are missed. School songs are not memorized.

## **SIGHT READING**

- 8.1 – 10      Note/rhythmic accuracy is outstanding. Most other musical elements are handled accurately, and clear sense of musicality is evident. Player does not stop and repeat sections.
- 6.1 – 8      Note/rhythmic accuracy is generally strong, although a few errors may occur. Some of the other musical elements are handled accurately, and the player only rarely stops to repeat a section.
- 4.1 – 6      Note/rhythmic accuracy is acceptable, but many errors are evident. The player occasionally performs other musical elements accurately but may need to stop and repeat multiple sections.
- 2.1 – 4      Note/rhythmic accuracy is often a problem. The player shows little regard for other musical elements, and he/she may seem to get lost at times during the exercise.
- 0 – 2      Note/rhythmic accuracy is consistently a major problem. The player makes little attempt to observe other musical elements and demonstrates almost no understanding of the exercise as a single coherent piece of music.