

**Appendix E**

**PMEA Region IV-V Orchestra Scoring Sheet – Winds & Strings**

**STUDENT #**   **INSTRUMENT**

**TONE QUALITY (CIRCLE ONE NUMBER ONLY FOR EACH EXCERPT)**

**EXCERPT #1**

**EXCERPT#2**

9	10	Tone quality is full, rich, and characteristic of the instrument in all registers	9	10
7	8	Tone quality is characteristic in most registers, but distorts in a few passages (occasional)	7	8
5	6	Tone quality exhibits some flaws in production (i.e. slightly thin/unfocused or forced sound)	5	6
3	4	Tone quality has several flaws in basic production (i.e. consistently sounds thin, unfocused, or forced)	3	4
1	2	Tone production is of a quality that hinders the performance	1	2

**RHYTHM (CIRCLE ONE NUMBER ONLY FOR EACH EXCERPT)**

9	10	Rhythms are accurate and precise throughout the performance	9	10
7	8	Rhythms are nearly accurate; occasionally, rhythm lacks precise interpretation	7	8
5	6	Most rhythm patterns are accurate, but errors in precision are present (approximation of written rhythms)	5	6
3	4	Many rhythms performed incorrectly or inconsistently. Major errors are present in the performance	3	4
1	2	Rhythms are consistently performed incorrectly, clarity and precision are essentially non-existent	1	2

**MUSICALITY (CIRCLE ONE NUMBER ONLY FOR EACH EXCERPT)**

9	10	Performance demonstrates full control of tempo, dynamics, phrasing, and expression in a dramatic performance consistent with the style of the solo	9	10
7	8	Performance demonstrates good control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the solo; the range of expression may be somewhat limited but rarely detracts from the performance	7	8
5	6	Performance demonstrates basic control of tempo, dynamics, phrasing, and expression; basic attempts at dramatic performance and a basic knowledge of style are evident; limited/inconsistent range of expression prevails	5	6
3	4	Major errors in control of tempo, dynamics, phrasing, and expression are present; the student demonstrates little attempt at dramatic performances; many stylistic inconsistencies are present	3	4
1	2	Lack of control of tempo, dynamics, phrasing, and expression hinders the performance; attempts at dramatic and/or stylistically correct performance are unsuccessful or non-existent	1	2

**TECHNIQUE (CIRCLE ONE NUMBER ONLY FOR EACH EXCERPT)**

9	10	Performance demonstrates complete mastery of the technical demands of the music, including: precision, facility and clarity of pitches, and articulation/bowings	9	10
7	8	Performance nearly demonstrates mastery of the technical demands of the music, minor inconsistencies in precision, facility, and clarity are isolated and rarely detract from the performance	7	8
5	6	The majority of passages are handled with reasonable technical facility; some passages include incorrect or unclear pitches and/or articulation/bowings; precision and/or facility are questionable at times	5	6
3	4	Performance demonstrates basic knowledge of the technical demands of the music; consistent, major errors are made in pitch, articulation/bowings, facility, and precision	3	4
1	2	Lack of accuracy of pitch, articulation/bowings, facility and precision seriously hinders the performance; the student's technique is not developed enough to attempt the solo passage	1	2

**INTONATION (CIRCLE ONE NUMBER ONLY FOR EACH EXCERPT)**

*(NOT USED FOR Mallet AND BATTERY PERCUSSION)*

9	10	Intonation is accurate in all ranges and registers	9	10
7	8	Intonation is mostly accurate; the student adjusts the few problem pitches to an acceptable standard	7	8
5	6	Intonation is somewhat accurate but consistently includes out-of-tune notes; the student adjusts these pitches with fair success	5	6
3	4	The basic sense of intonation is evident, yet major errors occur; the student makes little attempt to adjust problem pitches	3	4
1	2	Intonation is consistently inaccurate and hinders the quality of the performance	1	2

**EXCERPT #1**

**EXCERPT #2**

← SUBTOTALS →

**ADDITIONAL COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOTAL POINTS**

**JUDGE'S SIGNATURE:** \_\_\_\_\_