

## INSTRUMENTAL MUSIC CONSERVATORY - PIANIST PROGRAM

Applicant Name \_\_\_\_\_ Applicant Number \_\_\_\_\_ Incoming Grade \_\_\_\_\_

| Criteria  | 1  | 2   | 3   | 4  | 5   | Score #1 | Score #2 | Score #3 |
|---|--|---|---|--|---|----------|----------|----------|
| Technique / Fingering                             | Demonstrates a lack of understanding of proper technique and fingering.              | Little to no understanding of basic technique and fingering. Basic problems exist with technique. Good technique is only demonstrated some of the time. | Correct technique and fingering are demonstrated most of the time. Coordination, accuracy, and flexibility are very good. | Demonstrates thorough knowledge and command of technique and makes consistent fingering choices. | Demonstrates excellent knowledge and command of technique and fingering. Coordination, accuracy, and flexibility are excellent.             |          |          |          |
| Balance / Voicing                                 | Demonstrates a lack of understanding of proper balance/voicing.                      | Little to no understanding of basic balance/voicing.  | Demonstrates some balance/voicing through occasionally planning and listening.  | Demonstrates good balance/voicing through some careful planning and listening.                   | Demonstrates outstanding balance/voicing through consistent careful planning and listening.   |          |          |          |
| Mood / Character / Stylistic Approach             | Demonstrates a lack of understanding of mood, character, stylistic approach.         | Demonstrates little understanding of mood, character and stylistic approach.  | Demonstrates some inspiration in character, mood and stylistic approach.  | Generally maintains mood, character and stylistic approach.                                      | Goes beyond the notes, delivers well-thought artistic images, appropriate mood/character and excellent understanding of stylistic approach. |          |          |          |
| Rhythm / Meter / Tempo                            | Did not know the rhythms and appeared unaware of tempo.                              | Unsteady beat and many note values are played incorrectly.  | Unsteady beat. Plays most rhythms correctly, but has more than 3 errors.  | Maintains a steady beat, clear meter and plays rhythms correctly with no more than 3 errors.     | Maintains a steady beat, clear meter and plays all rhythms correctly.   |          |          |          |
| Sight Reading                                     | Did not read and play the correct notes and rhythm.                                  | Unable to read and play correct notes and rhythms most of the time.   | Many notes and rhythms were read and played correctly, but mistakes were noticeable.                                      | Almost all notes and rhythms were read and played correctly, with only a few minor mistakes.     | All notes and rhythms were carefully read and played correctly.   |          |          |          |
| Tone Projection                                   | Tone was overly weak or nonexistent throughout the performance.                      | Tone was present, but was uneven and inconsistent.  | Tone was present and mostly consistent.   | Tone is mostly warm, clear, even and appropriate to musical content and period.                  | Tone is warm, clear, even and appropriate to musical content and period.  |          |          |          |
| Pedaling  | Did not demonstrate correct pedaling.  | Occasionally demonstrates fine or correct pedaling  | Demonstrates good pedaling some of the time.  | Demonstrates good pedaling most of the time.   | Consistently demonstrates excellent pedaling.   |          |          |          |
| Musicianship (Dynamics, Articulation, Expression) | None of the prescribed dynamics, articulation, or expressive markings were executed. | Little contrast in dynamics, little attention paid to articulation, phrasing, or other expressive markings.   | Some contrast in dynamics, articulation not always clear, expressive markings not consistently observed.                  | Demonstrates correct dynamics, articulation, phrasing, and expressive markings most of the time. | Consistently demonstrates correct dynamics, articulation, phrasing, and expressive markings to make the performance musically exciting.     |          |          |          |

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|------------------------|--|--|--|--|---|--|--|--|
| Performance / Presence | Demonstrates a lack of preparation (may have been unable to complete the performance). | Performed with many moments of hesitation and was unable to complete all parts of the selection. | Performed with several moments of hesitation, but persevered and was able to complete the selection. | Performed with confidence but minor hesitations were apparent. | Performed with confidence and without hesitation.                           |  |  |  |
| Scales                 | Consistent errors throughout.  | Some note and/or tempo errors.   | Some note errors, but a steady pulse (or vice versa).  | Notes and pulse are consistent.                                | Musician's scale execution is at a level beyond expectations for their age. |  |  |  |

*\*Students may not select this conservatory for enrollment if they do not score 3 or higher on all of the above criteria.*

**Additional Feedback:**

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