

# UNIT III GREEKS! ROMANS! BARBARIANS!...

## TEACHING ASSESSMENT RUBRIC

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

	1 Emerging	2 Approaching Standards	3 Proficient	4 Exceeds Standards
<b>POSTURE</b>	<input type="checkbox"/> Student has difficulty sitting or standing with correct posture.	<input type="checkbox"/> Student sits or stands with correct posture when reminded.	<input type="checkbox"/> Student usually sits or stands with correct posture.	<input type="checkbox"/> Student consistently and independently sits or stands with correct posture.
<b>EMBOUCHURE</b>	<input type="checkbox"/> Student has difficulty forming the embouchure correctly.	<input type="checkbox"/> Student forms the embouchure correctly only when reminded.	<input type="checkbox"/> Student forms the embouchure correctly with occasional reminders.	<input type="checkbox"/> Student consistently and independently forms the embouchure correctly.
<b>BREATHING</b>	<input type="checkbox"/> Student has difficulty taking a full, rhythmic breath.	<input type="checkbox"/> Student takes a full, rhythmic breath when reminded.	<input type="checkbox"/> Student generally takes a full, rhythmic breath.	<input type="checkbox"/> Student consistently and independently takes a full, rhythmic breath.
<b>SOUND PRODUCTION</b>	<input type="checkbox"/> Student can hold the sound steady (sustain), but has difficulty holding specific notes.	<input type="checkbox"/> Student can sustain sound on both higher and lower harmonic notes.	<input type="checkbox"/> Student can get louder (crescendo) and get softer (decrescendo) while sustaining sound.	<input type="checkbox"/> Student can crescendo and decrescendo while sustaining lower, middle and higher harmonics.
<b>ARTICULATION</b>	<input type="checkbox"/> Student can start the sound with a "T" or "D" when reminded.	<input type="checkbox"/> Student consistently starts the sound with "T" or "D", and can play 12 or more notes in a row.	<input type="checkbox"/> Student can play <b>staccato and legato</b> notes with clarity and rhythmic accuracy.	<input type="checkbox"/> Student can play <b>triplet, dotted, and sixteenth note rhythms</b> with clarity and rhythmic accuracy.
<b>HARMONIC SERIES</b>	<input type="checkbox"/> Student can ascend, descend, and alternate between <b>two</b> harmonics.	<input type="checkbox"/> Student can ascend, descend, and alternate between <b>three</b> harmonics.	<input type="checkbox"/> Student can ascend, descend, and alternate between <b>four</b> harmonics.	<input type="checkbox"/> Student can ascend, descend, and alternate between <b>five or six</b> harmonics.
<b>PITCH ACCURACY</b> (voice, mouthpiece, trumpet)	<input type="checkbox"/> Student has difficulty matching specific pitches or harmonic notes.	<input type="checkbox"/> Student can sometimes match specific pitches and harmonics with assistance.	<input type="checkbox"/> Student can usually match specific pitches and harmonics.	<input type="checkbox"/> Student consistently and independently matches specific pitches and harmonics.
<b>MUSIC MAKING</b>	<input type="checkbox"/> Student has difficulty playing the pieces with rhythmic accuracy and decent sound quality.	<input type="checkbox"/> Student can play the pieces with some accuracy and decent sound quality with encouragement.	<input type="checkbox"/> Student can play the pieces with accuracy and decent sound quality consistently and independently.	<input type="checkbox"/> Student play the pieces accurately with decent sound quality while conveying musical meaning or expression.