

Music Performance Rubric

Level	Beginning Performer		Intermediate Performer			Advanced Performer		
	1	2	3	4	5	6	7	8
PITCH	I am still working on high and low notes.	I performed some of the pitches correctly.	I performed many of the pitches correctly.	I performed most of the pitches correctly.	I performed nearly all of the pitches correctly.	I performed all of the pitches correctly, and I'm working on singing in tune.	I performed all of the pitches correctly and most of the notes were in tune.	I performed all of the pitches correctly and in tune.
RHYTHM	DURATION	I am still working on long and short notes.	I performed some of the rhythms correctly.	I performed many of the rhythms correctly.	I performed most of the rhythms correctly.	I performed nearly all of the rhythms correctly.	I performed all of the rhythms correctly.	The meter was clear most of the time. The meter was clear all of the time.
	HEARTBEAT	I am still working on steady heartbeat.	The heartbeat was steady some of the time.	The heartbeat was steady much of the time.	The heartbeat was steady most of the time.	The heartbeat was steady nearly all of the time.	The heartbeat was steady all of the time.	
TONE	I am still working toward a natural sound.	I made a natural sound some of the time.	I made a natural sound much of the time.	I made a natural sound most of the time.	I made a natural sound nearly all the time.	I made a natural sound all the time.	I made an engaging sound.	I made a beautiful sound.
TECHNIQUE	I am still working on safely using my body.	I showed good technique with some parts of my body.	I showed good technique with many parts of my body.	I showed good technique with most parts of my body.	I showed good technique with nearly all of my body.	I showed good technique with all of my body.		
EXPRESSION	I am still working on fast/slow, loud/soft, and separated/connected.	I performed some of the written directions for tempo, dynamics, and articulation.	I performed many of the written directions for tempo, dynamics, and articulation.	I performed most of the written directions for tempo, dynamics, and articulation.	I performed nearly all of the written directions for tempo, dynamics, and articulation.	I performed all of the written directions for tempo, dynamics, and articulation.	I used expression to share the song's meaning beyond what was written.	I used expressive elements to artfully share the song's meaning.
Grade	U (60%)	N (70%)	S- (80%)	S (85%)	S+ (89%)	E- (93%)	E (96%)	E+ (100%)

Rubrics In A Piano Performance

Stella Tartsinis, DMA



Rubrics In A Piano Performance:

Piano Performance Rubric & Class Participation Checklist Stella Tartsinis, DMA,2020-08-10 The piano performance rubric is an analytical rubric that numerically assesses piano performance A classroom checklist is also included to ensure student readiness [Music Performance Rubrics](#) Stella Tartsinis,2025-02-11 These music performance rubrics tailored for different types of music classes and performances These rubrics are tailored for different settings including improvisation small ensembles solo performances marching band and musical theater [Complete Music Rubrics](#) Stella Tartsinis, DMA,2020-08-10 Complete music rubrics from my 15 years of music education I used rubrics mostly formative assessment tools to heighten the students awareness for learning how to critique the lesson output and to teach themselves through improvements and corrections Rubrics include Thinking organizing tool student coaching guide Vocal Rubrics Keyboard Performance Keyboard chord building String Instruments Band Guitar Drums Rhythm World Music Drumming Reflective Writing Music Class Participation Student Created Rubric Template and Student Feedback Form **Performance Practice** Roland Jackson,2013-10-23 Performance practice is the study of how music was performed over the centuries both by its originators the composers and performers who introduced the works and later by revivalists This first of its kind Dictionary offers entries on composers musiciansperformers technical terms performance centers musical instruments and genres all aimed at elucidating issues in performance practice This A Z guide will help students scholars and listeners understand how musical works were originally performed and subsequently changed over the centuries Compiled by a leading scholar in the field this work will serve as both a point of entry for beginners as well as a roadmap for advanced scholarship in the field

The Oxford Handbook of Music Performance Gary McPherson,2022 The two volume Oxford Handbook of Music Performance provides the most comprehensive and authoritative resource for musicians educators and scholars currently available It is aimed primarily for practicing musicians particularly those who are preparing for a professional career as performers and are interested in practical implications of psychological and scientific research for their own music performance development educators with a specific interest or expertise in music psychology who will wish to apply the concepts and techniques surveyed in their own teaching undergraduate and postgraduate students who understand the potential of music psychology for informing music education and researchers in the area of music performance who consider it important for the results of their research to be practically useful for musicians and music educators [Individual Differences and Development in Organisations](#) Michael Pearn,2003-06-13 Organisations of all kinds are facing the challenge of rapidly advancing technologies and ever increasing levels of competition both nationally and globally They are also seeking to operate in an environment where the traditional relationships between employer and employee are rapidly changing Learning to harness the talents of everyone comprising an organisation is critical to sustainable organisational effectiveness Successfully developing the talents of all members of an organization is arguably the only lasting source of competitive

advantage This handbook provides a unique and authoritative review of relevant research theoretical developments and current best practice in the management of individual development Drawing on the expertise of both renowned academic specialists and leading practitioners the book is designed to be a practical resource for the guidance and support of those whose role is to bring about the development of people at work Authoritative reviews of relevant evaluation research and best practice descriptions of key assessment and development tools Editor with excellent psychological and consultancy knowledge experience and contacts Written by International contributors within a strong conceptual structure Part of a new series Wiley Handbooks in the Psychology of Management in Organizations *Evaluating Performance* Michele Biasutti, George Waddell, Aaron Williamon, Roberta Antonini Philippe, 2023-10-19 **The Classroom Teacher's Survival Guide** Ronald L. Partin, 2009-10-19 An updated edition of the best selling book for teacher success in the classroom Designed for new and experienced teachers alike this thoroughly revised and updated edition offers a value packed practical source of ready to use tips and strategies for meeting the challenges teachers face everyday while organizing and managing a classroom The third edition includes entirely new sections on teaching English language learners inquiry based learning building positive teacher student relationships wrapping up the school year and much more The book also features many new forms pre written letters checklists and reproducibles along with bonus forms and reproducibles that are available for free download from the web Includes tools and techniques proven to help teachers succeed in the classroom Contains new sections on teaching English language learners teacher student relationships inquiry based learning and more Many handy reproducible forms handouts and checklists Includes access to free downloadable bonus material on the web including pre written letters reproducible forms and worksheets Educational Psychology Steven R. Wininger, Antony D. Norman, Bruce W. Tuckman, 2025-01-07 Educational Psychology distills the latest research into actionable steps to help students build a solid evidence based teaching plan as they prepare to go into the classroom This text takes a meta cognitive approach asking students to think about their dual role as both teachers and learners so they can understand not just what to do in the classroom but the why behind it Motivation is at the heart of Educational Psychology The authors address the challenges of fostering motivation by offering a practical framework for teachers This text helps teachers enhance student motivation and links it to other key themes and concepts discussed in the book Rather than taking an encyclopedic approach the authors group chapters by topic to help readers remember concepts and connect best practices to big ideas in educational psychology The text blends scholarship with application by using vignettes examples case studies and practical teaching strategies so students be both methodical and creative in their future classrooms The Practice of Assessment in Music Education Frank Abrahams, 2010

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