



# PMEA Region V State Band

## Woodwind/Brass

### Audition Scoring Guide

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

<b>RHYTHMIC ACCURACY</b>	
<b>10-9</b>	rhythms are accurate and precise throughout the performance
<b>8-7</b>	rhythms are nearly accurate; occasionally rhythms lack precise interpretation
<b>6-5</b>	most rhythm patterns are accurate, but errors in precision are present (approximation of written rhythms)
<b>4-3</b>	many rhythms performed incorrectly or inconsistently, major errors are present in the performance
<b>2-1</b>	Rhythms are consistently performed incorrectly, clarity and precision are essentially nonexistent

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

<b>MUSICIANSHIP</b>	
<b>10-9</b>	performance demonstrates full control of tempo, dynamics, phrasing, and expression in a dramatic performance consistent with the style of the excerpt
<b>8-7</b>	performance demonstrates some control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the excerpt; the range of expression is somewhat limited, but rarely detracts from the performance.
<b>6-5</b>	performance demonstrates basic control of tempo, dynamics, phrasing, and expression; basic attempts at dramatic performance and basic knowledge of style are evident; limited/inconsistent range of expression prevails
<b>4-3</b>	some inconsistency in control of tempo, dynamics, phrasing, and expression is present; performance demonstrates little attempt at dramatic performance, many stylistic inconsistencies are present
<b>2-1</b>	lack of control of tempo, dynamics, phrasing, and expression hinders the performance; attempts at dramatic and/or stylistically correct performance are unsuccessful or nonexistent

<b>TECHNIQUE</b>	
<b>10-9</b>	performance demonstrates complete mastery of the technical demands of the music, including: precision, facility, and clarity of pitches and articulations
<b>8-7</b>	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
<b>6-5</b>	most passages are handled with reasonable technical facility; some passages include incorrect or unclear pitches and/or articulations; precision and/or facility are questionable at times
<b>4-3</b>	performance demonstrates basic knowledge of the technical demands of the music; consistent errors are made in pitch, articulation, facility, and precision
<b>2-1</b>	lack of accuracy of pitch, articulation, facility, and precision seriously hinders the performance; the student's technique is not developed enough to attempt the solo passage