

## **REQUIRED MATERIALS**

**Standardized technical component:**

**Scales: Major and Minor (at least one form(s) chosen by the instructor)**

**-Chromatic scale**

**Play in 16th notes mm=72 to the quarter note**

**Etudes or Technical Studies:**

**Two contrasting etudes/technical studies**

**Speaking component: Select one etude or technical study that you find most beneficial to you and explain how it benefits your progress.**

**Repertoire:**

**Students must prepare a minimum of 3 pieces of music representing contrasting styles and historical eras. Single movements are acceptable. Prepare a minimum of 15 minutes of music.**

**Sight reading: Inclusion of a brief sight reading excerpt**

**As a music therapy or music education major, a score of three or more “lacks proficiency” will block advancement. As a performance major, a score of three or more “needs improvement” will block advancement.**

**If you do not pass your advancement jury, you may schedule a second jury attempt before classes resume the following semester or at a later date, chosen in coordination with me.**

## UNIVERSITY OF RHODE ISLAND WOODWIND ADVANCEMENT RUBRIC

- Excels:** The student performs the skill consistently. The student is confident and relaxed with the skill.
- Shows Proficiency:** The student performs the skill most of the time, but shows lapses in consistency and confidence in it.
- Needs Improvement:** The student is grasping the concept, but has difficulty applying the skill, and lacks confidence in it.
- Lacks Proficiency:** The student needs significant improvement in the skill. Additional attention and preparation are recommended.

Category	Goal	Evaluation	Comments
<b>Tone Quality</b>	Superior tone quality. Tone is resonant and uniform in all registers, with appropriate use of vibrato. Lapses are infrequent.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Expression, Style and Phrasing</b>	Performances are stylistically accurate. Considerable attention is paid to phrasing and expression	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Intonation</b>	Performances are in tune in all ranges and registers with infrequent lapses.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Accuracy of Preparation</b>	Rhythms and Pitches are accurate throughout.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Dynamics</b>	Performance demonstrates wide range and appropriate control of dynamics.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Articulation</b>	Articulations are accurately performed, well-supported and clear, and stylistically correct.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	

<b>Breathing and Somatic Awareness</b>	Performer demonstrates consistent air delivery, breath control and body alignment.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
<b>Stage Presence</b>	Performance is confident and poised. Performer's presence exhibits an understanding of professionalism	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	