

# FOREST PARK HIGH SCHOOL BANDS

## In-Class Student Recital Requirements

### Objective:

Students will...

- prepare a solo or ensemble piece to perform for the class.
- display professionalism in the performance of their selected repertoire.
- learn to participate in an active, listening audience.
- be able to provide constructive feedback to their peers.

### Assignment:

In both the first and second semester, students will perform as a soloist or ensemble for the rest of the class. Students may select to both participate in an ensemble and play as a soloist. In this case, the higher of the two grades will be recorded. All performers will be assessed using the attached rubric. Grades will be recorded as “Instrumental Technique/Musicianship” grades in Q2 and Q4. There will be no exemptions for this grade.

### Requirements:

Students who are playing a solo must have their piece approved by Mr. Specketer prior to their performance. Any piece performed without being approved may not count as the In-Class Student Recital. Students wishing to play in an ensemble must have **both** the ensemble and piece approved by Mr. Specketer prior to their performance. Again, any group or piece that has not been approved may not count as the In-Class Student Recital. Once a selected piece has been approved, students must submit a copy to Mr. Specketer on the day of their student recital. **All student recitals must be completed before January 19, 2018 for Semester 1, and May 18, 2018 for Semester 2.**

### Appropriate Repertoire:

- Etude from Method/Technique book specific to your instrument.
- Any prepared piece for audition.
- Published duet, trio, quartet, quintet, etc. for a standard group of instruments.
- ***Inappropriate Repertoire includes, but is not limited to...***
  - Excerpt from concert music
  - Scales
  - Exercise from an old Middle School method book.
  - Free Internet Sheet music

## Forest Park High School Band – Student Recital Rubric

Teacher Name: **Mr. Specketer**

Student Name: \_\_\_\_\_

Piece to be performed: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Rhythm</b>	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
<b>Note Accuracy</b>	Notes are consistently accurate.	An occasional inaccurate note is played, but does not detract from overall performance.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistently detract from the performance.
<b>Articulation</b>	Secure attacks. All notes are articulated correctly.	Student played mostly correct articulations, though there might be an isolated error.	Student played frequent incorrect articulations.	Student completely disregarded articulations.
<b>Tone Quality</b>	Tone is consistently focused, clear, and centered throughout the range of the instrument. Tone quality is greater than expected at this grade level.	Tone is focused, clear and centered through the normal playing range of the instrument. Extremes in range sometimes cause tone to be less controlled. Tone quality is consistent with this grade level.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range being played, significantly detracting from the overall performance.
<b>Performance/Selection</b>	The student performed their selected solo/ensemble performance with respect, integrity, and professionalism. The piece selected was appropriate for this occasion.	N/A	The student's performance lacked a sense of professionalism, i.e. laughing/cursing at mistakes, incorrect posture, etc. The piece selected was appropriate for this occasion.	The student's performance was ruined by a lack of professionalism, and/or the piece selected was inappropriate for this occasion. <b>The student will need to attempt their student recital again in the future.</b>

Comments:

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