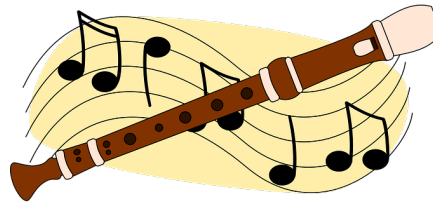


Woodwind Jury Comments -- Fall Semester 2021



Name:	<<First Name>>	<<Last Name>>
Instrument:	<<Instrument>>	
Major:	<<Major>>	
Semesters of Study:	<<Semesters Study>>	
Selection(s):	<<Selections>>	
Juror	Bellamy	
Jury is UDQE?	<<UDQE?>>	
Request Consideration	<<Consideration>>	

<b>Jury Grade</b>

General Comments		Grading Rubric					
		Tone	Intonation	Rhythm	Technique	Articulation	Interpretation/Expression
Excellent Work (A)	The student demonstrates strong skills in the area of tone production, including aspects of clarity, evenness, resonance and dynamic control, throughout the entire performance.	The student is able to play with strong intonation both internally and/or in relation to accompaniment throughout the entire performance.	The student demonstrates strong rhythmic skills, including aspects of accuracy and pulse, throughout the entire performance.	The student demonstrates strong technique, including aspects of evenness and fluency, throughout the entire performance.	The student demonstrates clear and consistent articulation throughout the entire performance.	The student plays with informed and effective interpretation, as well as artistic expression throughout the entire performance. This may include effective use of vibrato, dynamic shaping and phrasing when applicable.	
Progressing/Developing (B)	The student demonstrates strong skills in the area of tone production, including aspects of clarity, evenness, resonance and dynamic control, throughout most of the performance. The student should work for greater consistency in this area.	The student is able to play with strong intonation both internally and/or in relation to accompaniment throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates strong rhythmic skills, including aspects of accuracy and pulse, throughout most of the entire performance. The student should work for greater consistency in this area.	The student demonstrates strong technique, including aspects of evenness and fluency, throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates clear and consistent articulation throughout most of the performance. The student should work for greater consistency in this area.	The student plays with informed and effective interpretation, as well as artistic expression throughout most of the performance. This may include effective use of vibrato, dynamic shaping and phrasing when applicable. The student should work for greater depth and consistency in this area.	
Needs Improvement (C/D)	The student is not able to demonstrate strong skills and/or competency in the area of tone production, including aspects of clarity, evenness, resonance and dynamic control, for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to play with strong intonation both internally and/or in relation to accompaniment for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate strong rhythmic skills, including aspects of accuracy and pulse, throughout most of the entire performance. The student should work for greater consistency in this area.	The student is not able to demonstrate strong technique, including aspects of evenness and fluency, throughout most of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate clear and consistent articulation throughout most of the performance. The student should work for greater consistency in this area.	The student does not play with informed and effective interpretation, and/or artistic expression throughout most of the performance. This may include effective use of vibrato, dynamic shaping and phrasing when applicable. The student should work for greater depth and consistency in this area.	
Below Expectations (D/F)	The student demonstrates significant weakness in the area of tone production, including aspects of clarity, evenness, resonance and dynamic control, for the majority of the performance. The student should begin to address tone production for greater consistency in this area.	The student demonstrates significant weakness in intonation both internally and/or in relation to accompaniment for the majority of the performance. The student should begin to address intonation for greater consistency in this area.	The student demonstrates significant weakness in rhythmic skills, including aspects of accuracy and pulse, for the majority of the performance. The student should begin to address rhythm for greater consistency in this area.	The student demonstrates significant weakness in technique, including aspects of evenness and fluency, for the majority of the performance. The student should begin to address technique for greater consistency in this area.	The student demonstrates significant weakness in clarity and consistency of articulation throughout the performance. The student should begin to address articulation for greater consistency in this area.	The student demonstrates very little or no informed and effective interpretation, and/or artistic expression throughout the entire performance. This may include effective use of vibrato, dynamic shaping and phrasing when applicable. The student should begin to work on depth and consistency in this area.	

Faculty: Highlight the appropriate boxes using BOLD typeface or by changing the fill color of the entire cell.

**Semester Summary**

<b>Repertory</b>	<<Repertory>>
<b>Principal Focus</b>	<<Principal Focus>>
<b>Solo Performance(s)</b>	<<Solo Performance>>
<b>Chamber Performance(s)</b>	<<Chamber Perf>>
<b>Memorized Performance</b>	<<Memorized>>