

**Guilford County Schools Audition**  
**Solo Rubric**

	0	1 - 5			6 - 16			17 - 27			28 - 35			36 - 40		
		1	3	5	6	11	16	17	23	27	28	31	35	36	38	40
<b>Tone</b> <b>Breath support</b>	Solo not attempted.	Student rarely, if ever, performs with mature, focused <b>characteristic tone</b> . Tone is always thin or spread throughout the range of pitches played.  There are <b>consistent and significant flaws</b> in embouchure, air quantity, breath support, equipment or tonal concept.			Student <b>occasionally</b> performs with mature, focused <b>characteristic tone</b> . Tone is <b>consistently thin or spread</b> .  There are <b>consistent flaws</b> in embouchure, air quantity, breath support, equipment or tonal concept.			Student <b>sometimes</b> performs with mature, focused <b>characteristic tone</b> with tone <b>often becoming thin or spread in extremes of pitch, dynamic level or phrase length</b> .  <b>Breath support</b> is sometimes present.			Student <b>nearly always</b> performs with mature, focused <b>characteristic tone</b> . Tone may become <b>slightly thin or spread, but only in extremes of pitch, dynamic level or phrase length</b> .  <b>Breath support</b> is almost always present.			Student <b>always</b> performs with exceptionally mature, focused <b>characteristic tone</b> .  <b>Breath support</b> is always used.		
<b>Pitch/Intonation</b>	Solo not attempted.	<b>Pitches</b> are <b>seldom secure or accurate</b> . Wrong fingerings and missed partials are common.  <b>Note-to-note intonation</b> is rarely secure due to <b>significant flaws</b> in breath control, embouchure, worn reed or poor trombone slide technique.			<b>Pitches</b> are <b>mostly accurate and secure</b> , but there are <b>repeated errors</b> (missing the same note in a key repeatedly or playing multiple wrong fingerings/partial).  <b>Note-to-note intonation</b> is only <b>sometimes secure</b> due to <b>significant flaws</b> in breath control, embouchure, worn reed or poor trombone slide technique.			<b>Pitches</b> are <b>mostly accurate and secure</b> , but there are <b>multiple isolated errors due to incorrect fingerings or partials</b> .  <b>Note-to-note intonation</b> is mostly secure, but there are <b>consistent minor lapses</b> .			<b>Pitches</b> are <b>accurate and secure</b> , but there are a <b>few isolated errors due to a "chipped" note</b> .  <b>Note-to-note intonation</b> is secure with <b>occasional minor lapses</b> .			<b>Pitches</b> are <b>always accurate and secure</b> .  <b>Note-to-note intonation</b> is very secure with <b>isolated minor lapses</b> .		
<b>Articulation</b> <b>Note release</b> <b>Note length</b>	Solo not attempted.	<b>No control of articulation or breath release is evident</b> .  Articulations are <b>rarely, if ever, performed</b> as written with <b>correct technique</b> and in an <b>appropriate style</b> (slur, legato, staccato, etc.).  <b>Articulation and note length</b> are <b>rarely, if ever, representative</b> of the appropriate <b>compositional style</b> and <b>historical era</b> .			Articulations and <b>breath releases</b> are <b>occasionally performed</b> as written.  There are <b>consistent flaws in technique</b> that prevent performing the written <b>articulations</b> and <b>style</b> (slur, legato, staccato, etc.).  <b>Articulation and note length</b> are <b>occasionally representative</b> of the appropriate <b>compositional style</b> and <b>historical era</b> , but there are <b>consistent and significant lapses</b> .			Articulations and <b>breath releases</b> are <b>sometimes performed</b> as written.  There are <b>consistent flaws in technique</b> that prevent performing the written <b>articulations</b> and <b>style</b> (slur, legato, staccato, etc.).  <b>Articulation and note length</b> are <b>sometimes representative</b> of the appropriate <b>compositional style</b> and <b>historical era</b> , but there are <b>consistent lapses</b> .			Articulations and <b>breath releases</b> are <b>nearly always performed</b> as written with <b>correct technique</b> and in an <b>appropriate style</b> (slur, legato, staccato, etc.).  <b>Articulation and note length</b> are <b>usually representative</b> of the appropriate <b>compositional style</b> and <b>historical era</b> , but there are <b>minor lapses</b> .			Articulations and <b>breath releases</b> are <b>always performed</b> as written with <b>correct technique</b> and in an <b>appropriate style</b> (slur, legato, staccato, etc.).  <b>Articulation and note length</b> are <b>always representative</b> of the appropriate <b>compositional style</b> and <b>historical era</b> .		
<b>Rhythmic accuracy</b> <b>Pulse control</b>	Solo not attempted.	Rhythm durations are <b>seldom performed accurately</b> .  <b>Pulse</b> is <b>rarely, if ever, steady</b> and under the student's control.			Rhythm durations are <b>occasionally performed accurately</b> , but there are <b>frequent or repeated errors</b> .  <b>Pulse</b> is <b>erratic</b> , but student demonstrates <b>some control</b> .			Rhythm durations are <b>sometimes performed accurately</b> , but there are <b>frequent or repeated errors</b> .  <b>Pulse</b> is <b>erratic</b> , but student demonstrates <b>some control</b> .			Rhythm durations are <b>nearly always performed accurately</b> with a <b>consistent and secure pulse</b> .  <b>Errors</b> are <b>minor, isolated</b> and do not significantly distract from the rhythmic flow.			Rhythm durations are <b>always performed accurately</b> with a <b>consistent and secure pulse</b> .		
<b>Phrasing</b> <b>Expression</b>	Solo not attempted.	<b>No phrase shape</b> is evident in student's performance.			Student <b>occasionally uses breath control, articulation style, breath release and dynamic shape</b> to indicate <b>phrase shape</b> , but <b>lack of control of technique</b> prevents consistent performance.			Student <b>sometimes uses breath control, articulation style, breath release and dynamic shape</b> to indicate <b>phrase shape</b> , but there are <b>consistent lapses</b> .			Student <b>usually uses breath control, articulation style, breath release and dynamic shape</b> to indicate <b>phrase shape</b> , but there are <b>occasional lapses</b> .			Student <b>consistently and sensitively uses breath control, articulation style, breath release and dynamic shape</b> to indicate <b>phrase shape</b> .		