

Band Evaluation Tool

Warm-up

All students are engaged in warm-up within one minute of bell. Focus is excellent, work on basic skills is obvious. Students know and follow the routine.

Most students engaged within first two minutes. Most focused and on task. Work on basics is obvious. Students need prompting to get instruments/music.

Too much time elapsed before warm-up began. Many students not ready or unfocused. Warm-up lacks skill development or clear goals.

Warm-up ineffective because of lack of focus or content. Most students off task or unengaged.

Sight reading

Group plays from notation without aid of teacher and with little or no hesitation. Both teacher and students show understanding of sight reading process.

Most students show understanding of music symbols and are able to interpret music themselves without the teacher telling "how it goes."

Many students show lack of understanding to read music from notation. Group is not able to play new music without teacher aid.

Sight reading not a regular part of rehearsal routine, or ineffective because it is given little priority.

Literature rehearsal

Rehearsal includes stops to address advanced concepts such as balance blend, tuning, expression, beauty, nuance. Improvement is obvious during and between rehearsals.

Rehearsal includes stops to correct notes or "parts," but focus is mostly on notes/rhythms. Teacher often prescribes specific techniques for improvement.

Most teaching by rote. Teacher seldom stops for correction or improvement, or fails to give specific prescriptions for improvement.

Teacher hardly ever stops to correct. Band almost always plays each piece from beginning to end without stopping.

Sound Quality

Tone quality of group is warm & pleasant with all instruments blending. Volume level is controlled and dynamic levels vary with style and mood.

Tone is pleasant, but individuals "stick out" because of poor tone quality or too much volume. Band tends to play loud much of the time.

Tone is inconsistent because little instruction is obvious concerning tone quality. Sound may be strident and unpleasant at times; often too loud with little variation.

Band is not pleasant to listen to. Students do not demonstrate understanding of basic tone quality.

Tuning (intonation, pitch)

Group plays "on key." Sound is pleasant with almost no "sour notes." Much work on tuning, both during warm-up, and literature work.

Group usually sounds "on key," especially as performance time grows near. Few "sour notes." Teacher makes reference to tuning.

Many students playing "off key." Teacher seldom gives instruction for improving pitch/tuning/intonation.

Band is not pleasant to listen to because few students play "on key," with little or no instruction for improving.

Style (articulation)

Band plays with variety of clear styles, based on note length and space between notes. Marches sound crisp, odes sound smooth.

Teacher addresses style or articulation, but results not always obvious. Marches sound "ploddy."

Little attention to style. Teacher seldom addresses style differences between sections or different pieces of literature.

Band plays almost everything the same way. No instruction about style or articulation.

Efficiency

Students quickly engaged and show understanding for rehearsal routine and etiquette. Students are focused and attentive at all times. No down time. 75% playing, 25% talk.

Some students off task or not participating to best of their ability. Rehearsal lacks clear goals. Little down time. Some talking during instruction or while band is playing. 65% playing, 35% talk.

Improvement lacking because of poor planning or lack of focus and effort. Much talking and off-task behavior. Much down time. Rehearsal etiquette lacking. 50% or more talk.

Almost no improvement. Students lack understanding of rehearsal routine or goals. Rehearsal often noisy/chaotic. Rehearsal etiquette not used. Teacher talks too much.

Key words

balance blend pitch/tuning/intonation articulation/tongue/slur tone/air/support listen (specific)

Other important elements

SILENCE posture musicality macro/micro/macro established routines quality
excellence