

## Upper Division Musicianship Exam Rubric

	<b>3 Target</b>	<b>2 Emerging</b>	<b>1 Unacceptable</b>
<b>Part 1A: Vocal Improvisation - Prepared</b>	Student performs with harmonic and rhythmic vocabulary that is related to the tonality, meter, and style of the lead sheet and accompaniment. Expression and melodic development are present throughout.	Student performs with harmonic and rhythmic vocabulary that is related to the tonality, meter, and style of the lead sheet and accompaniment. Melodic development and expression may be present at times.	Student performs with a sense of tonality and meter but is inconsistent harmonically and rhythmically.
<b>Part 1B: Vocal Improvisation - Unprepared</b>	Student performs with harmonic and rhythmic vocabulary that is related to the tonality, meter, and style of the lead sheet and accompaniment. Expression and melodic development are present throughout.	Student performs with harmonic and rhythmic vocabulary that is related to the tonality, meter, and style of the lead sheet and accompaniment. Melodic development and expression may be present at times.	Student performs with a sense of tonality and meter but is inconsistent harmonically and rhythmically.
<b>Part 2: Singing and Playing Piano Accompaniment</b>	Student sings melody in tune and in time. Piano accompaniment includes stylistic, harmonic, and rhythmic context. Performance is expressive.	Student sings melody in tune and in time. Piano accompaniment includes stylistic, harmonic, and rhythmic context.	Student sings melody with inconsistent intonation or tempo. Piano accompaniment lacks stylistic, harmonic, or rhythmic context.
<b>Part 3: Make-It-Work Piano Accompaniment</b>	Student performs piano accompaniment perfectly at a consistent tempo and at the tempo range indicated.	Student performs a modified piano accompaniment that provides the necessary stylistic, harmonic, and rhythmic context. Performance is at a consistent tempo and at the tempo range indicated.	Student performs a modified piano accompaniment that does not provide the necessary stylistic, harmonic, and rhythmic context. Performance is not at a consistent tempo or slower than the tempo range indicated.
<b>Part 4: Sight Reading (Rhythmic and Melodic)</b>	Students perform all sight-reading examples accurately with steady tempo, consistent tonal center and no errors of pitch, rhythm, or intonation.	Students perform most or all sight-reading examples with steady tempo and consistent tonal center but have a few errors of pitch, rhythm or intonation.	Students perform some sight-reading examples with inconsistent steady tempo, inconsistent tonal center, poor intonation throughout, or many errors of pitch and/or rhythm.
<b>Part 5: Error Detection</b>	Student detects each error in each example.	Student detects each error in three of the four examples.	Student detects each error in one or two of the examples.