

Austin College Department of Music — SENIOR RECITAL FORM

Name _____
Semester: FALL SPRING **Year:** 20____
Semesters of applied study at Austin College (1-8) _____
Course #: MUS _____ **Instructor:** _____
Instrument _____ OR **Voice Type** _____
 (Intended) **Majors / Minors:** _____
Year in School: 1st 2nd 3rd 4th+
Do you currently hold a music scholarship? YES NO

RECITAL REPERTOIRE

OTHER MATERIAL STUDIED THIS SEMESTER

(faculty use)

ELEMENTS	Exceptional	Good	Needs Work	Deficient
Tone Quality / Pitch Accuracy	4	3	2	1
Rhythm and Tempo	4	3	2	1
Technique / Articulation	4	3	2	1
Musicianship / Interpretation	4	3	2	1
Practice / Preparation	4	3	2	1
Presentation / Comportment	4	3	2	1
Program Notes	4	3	2	1

(FACULTY COMMENTS ON REVERSE)

Rubric for Senior Recital

Category	4 – Exceptional	3 – Good	2 – Needs Work	1 – Deficient
Tone Quality/Pitch	Tone is consistently focused, clear, and centered throughout the range. Virtually no pitch errors. Pianists utilize tonal capabilities of the instrument.	Tone is consistently focused, clear, and centered. Extremes of range are less controlled. Occasional pitch errors, but pitch is largely accurate and secure. Pianists attempt tonal possibilities.	Tone is occasionally uncontrolled within the normal range. Extremes in range are consistently uncontrolled. Passages of accurate pitch, with frequent and/or repeated errors. Pianists demonstrate lack of tonal variation control.	Tone is often not focused, clear, or centered. Few accurate or secure pitches. Pianists make no attempt at tonal variety.
Rhythm/Tempo	The beat, meter, and tempo are secure and the rhythms are accurate.	The beat, meter, and tempo are secure and the rhythms are largely accurate.	The beat is erratic and the meter unclear. Some rhythms are inaccurate. Uncontrolled tempo changes.	The beat and meter are erratic, with frequently inaccurate rhythms. Uncontrolled tempo.
Technique/Articulation	Clear command of technical passages. Secure attacks, with indicated markings accurately represented.	Technical passages are generally clean. Usually secure attacks, with an occasional error. Accurate representation of indicated markings.	Technical problems sometimes interrupt musical flow. Frequent insecure attacks.	Obvious technical inaccuracies. Few secure attacks, with little or no attempt at indicated markings.
Musicianship/Interpretation	Dynamics are obvious, with attention to the style of music performed. Phrasing is consistent and stylistically appropriate. Performance shows creative nuance and stylistic sensitivity.	Dynamics are clear, with some consideration to the style of the music. Phrasing is largely consistent and stylistically appropriate. Performance often shows nuance and stylistic sensitivity.	Dynamics are inconsistent. Phrasing is inconsistent and not always stylistically appropriate. Performance rarely shows nuance and stylistic sensitivity.	Little or no attention to dynamics. No attention to phrase structure or style. Performance lacks nuance, with mechanical rendition.
Practice/Preparation	Evidence of regular, consistent practice/preparation outside of lessons.	Evidence of regular practice/preparation outside of lessons.	Evidence of some practice/preparation outside of lessons.	No evidence of practice/preparation outside of lessons.
Presentation/Comportment	The student presents her/himself with maturity and stage presence in keeping with the requirements of the music. Dress and personal appearance are appropriate for a formal musical performance and the venue. The student shows a command of the performing space and demonstrates an understanding of the value in a thoughtfully prepared and well-presented performance.	Dress and personal appearance are appropriate for the venue, and the student usually shows comfort in the space and with performing for an audience. The student is not always focused on the presentation and may have certain gestures and mannerisms not in keeping with the requirements of the performance.	Dress and personal appearance may be mostly appropriate for the venue, but inappropriate personal appearance choices sometimes affect the audience impression of the performance. The student shows limited understanding of performance etiquette, and the performance is affected by the student's discomfort with the performing experience.	Dress and personal appearance are not in keeping with a formal performance. The student seems unaware of normal performance etiquette, with obvious discomfort with the performing experience.
Program Notes	Notes are informative, well researched, and well written, clearly enhancing the listening experience.	Notes show evidence of research, but lack depth or completeness and/or contain minor linguistic errors.	Notes show evidence of weak research, with factual errors, incompleteness, and/or notable linguistic problems.	Notes show no evidence of proper research and contain multiple linguistic errors.