Austin College Department of Music — JUNIOR LEVEL EXAM FORM

**** * * Please bring five copies of the completed form to your Junior Level Exam * * ****

Name_____

Semester: FALL SPRING **Year:** 20____

Semesters of applied study at Austin College (1-8)_____

Course #: MUS _____ **Instructor**: _____

Instrument _____ OR **Voice Type** _____

Year in School: 2nd 3rd 4th

Do you currently hold a music scholarship? YES NO

Which of the following courses have you completed?

MUS 120___ MUS 220___ MUS 222___ MUS 240___ MUS 241___

EXAM REPERTOIRE

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

Title: _____ **Composer:**_____

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
Oral Examination	4	3	2	1

(FACULTY COMMENTS ON REVERSE)

Rubric for Junior Level Examination

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.
Oral Examination	Evidence of accurate research in areas of history and theory relating to performance of chosen repertoire. Information is delivered in a clear, confident manner, often including original insight and commentary in response to questions.	Evidence of accurate research in areas of history and theory relating to performance of chosen repertoire. Information is delivered in a clear, confident manner in response to questions.	Evidence of some research in areas of history and theory relating to performance of chosen repertoire, though facts are sometimes confused or missing. Delivery lacks confidence and preparation. Answers to questions are incomplete or inaccurate.	Evidence of little or no research in areas of history and theory relating to performance of chosen repertoire. Inability to answer direct questions accurately.