

## THS Band Standards for Grading

Area	A	B	C	Failing
<b>Posture/Hand Position</b>	<ul style="list-style-type: none"> <li>• Student always demonstrates a detailed understanding of body use</li> <li>• Body is always well aligned and balanced</li> <li>• Body alignment is unchanged by instrument</li> <li>• Student always demonstrates correct hand position that facilitates good technique</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates a detailed understanding of body use</li> <li>• Body is frequently well aligned and balanced</li> <li>• Body alignment is seldom changed by instrument</li> <li>• Student frequently demonstrates correct hand position that facilitates good technique</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates an understanding of body use</li> <li>• Body is sometimes well aligned and balanced</li> <li>• Body alignment is sometimes changed by instrument</li> <li>• Student sometimes demonstrates correct hand position that facilitates good technique</li> </ul>	<ul style="list-style-type: none"> <li>• Student seldom demonstrates an understanding of body use</li> <li>• Body is not well aligned and balanced</li> <li>• Body alignment is greatly changed by instrument</li> <li>• Student seldom demonstrates correct hand position that facilitates good technique</li> </ul>
<b>Tone</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates a characteristic and mature tone</li> <li>• Tone production is always effortless</li> <li>• Tone is consistently even and controlled throughout the normal playing range</li> <li>• Student maintains a high degree of pitch center</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates a characteristic and mature tone</li> <li>• Tone production is frequently effortless</li> <li>• Tone is frequently even and controlled throughout the normal playing range</li> <li>• Student usually maintains a high degree of pitch center</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates a characteristic and mature tone</li> <li>• Tone production is sometimes effortless</li> <li>• Tone is sometimes even and controlled throughout the normal playing range</li> <li>• Student sometimes maintains pitch center</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely demonstrates a characteristic and mature tone</li> <li>• Tone production is usually forced</li> <li>• Tone is uneven and rarely controlled throughout the normal playing range</li> <li>• Student struggles to maintain pitch center</li> </ul>
<b>Articulation</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates clear (obvious to the listener) articulation in all registers</li> <li>• Student consistently and clearly reproduces the written articulation</li> <li>• Student consistently demonstrates an understanding of subtle articulation/style changes and applies them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates clear (obvious to the listener) articulation in all registers</li> <li>• Student frequently and clearly reproduces the written articulation</li> <li>• Student frequently demonstrates an understanding of subtle articulation/style changes and applies them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually demonstrates clear (obvious to the listener) articulation in all registers</li> <li>• Student usually reproduces the written articulation</li> <li>• Student usually demonstrates an understanding of subtle articulation/style changes and applies them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely demonstrates clear (obvious to the listener) articulation in all registers</li> <li>• Student rarely reproduces the written articulation</li> <li>• Student rarely demonstrates an understanding of subtle articulation/style changes</li> </ul>
<b>Facility/Ease of Playing</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates technical and expressive control of the instrument</li> <li>• Student consistently demonstrates control regardless of the musical difficulty</li> <li>• Student consistently makes passages sound and look easy</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates technical and expressive control of the instrument</li> <li>• Student frequently demonstrates control regardless of the musical difficulty</li> <li>• Student frequently makes passages sound and look easy</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates technical and expressive control of the instrument</li> <li>• Student sometimes demonstrates control in difficult passages</li> <li>• Student sometimes makes passages sound and look easy</li> </ul>	<ul style="list-style-type: none"> <li>• Student struggles with technical and expressive control of the instrument</li> <li>• Student cannot demonstrate control in difficult passages</li> <li>• Student struggles with performing passages convincingly</li> </ul>
<b>Rhythmic Accuracy</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates a highly developed sense of pulse</li> <li>• Student demonstrates a consistent ability to execute the written rhythm precisely</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates a highly developed sense of pulse</li> <li>• Student frequently demonstrates an ability to execute the written rhythm precisely</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually demonstrates a sense of pulse but with some errors</li> <li>• Student usually demonstrates an ability to execute the written rhythm precisely but with some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak sense of pulse</li> <li>• Student frequently struggles to execute the written rhythm precisely</li> </ul>
<b>Attention to Detail</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates technical and expressive control of all details</li> <li>• Student rarely needs correction of details</li> <li>• Student consistently demonstrates a high level of maturity and independence in preparing parts</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently demonstrates technical and expressive control of all details</li> <li>• Student sometimes needs correction of details</li> <li>• Student frequently demonstrates a high level of maturity and independence in preparing parts</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually demonstrates technical and expressive control of some details</li> <li>• Student usually needs correction of details</li> <li>• Student sometimes demonstrates maturity and independence in preparing parts</li> </ul>	<ul style="list-style-type: none"> <li>• Student seldom demonstrates technical and expressive control of details</li> <li>• Student most often needs correction of details</li> <li>• Student seldom demonstrates an independence in preparing parts</li> </ul>
<b>Overall Performance</b>	<ul style="list-style-type: none"> <li>• Student performance demonstrates a high level of technical and musical refinement</li> <li>• Student performance demonstrates a high level of appropriate musical expression</li> <li>• Student performance demonstrates a focus on musical expression unhindered by technical interference or maturity</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance sometimes demonstrates a high level of technical and musical refinement</li> <li>• Student performance sometimes demonstrates a high level of appropriate musical expression</li> <li>• Student performance sometimes demonstrates a focus on musical expression unhindered by technical interference or maturity</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance demonstrates an average level of technical and musical refinement</li> <li>• Student performance demonstrates some appropriate musical expression</li> <li>• Student performance demonstrates some musical expression sometimes hindered by technical interference or immaturity</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance rarely demonstrates technical and musical refinement</li> <li>• Student performance rarely demonstrates appropriate musical expression</li> <li>• Student performance rarely demonstrates a focus on musical expression and is hindered by technical interference or immaturity</li> </ul>