

S.A.A. PERFORMANCE DESCRIPTORS

For use in Evaluation of Teacher and Student Performances

- (a) Repertoire:
 - technical and interpretive demands of the selection(s) are commensurate with performer's technical and musical abilities
- (b) Physical aspects:
 - Demonstrates balanced, erect posture
 - Demonstrates ease of movement, efficient motion (e.g., no unnecessary tension evident)
 - Appears physically comfortable
- (c) Tone production:
 - Tone is pleasing, resonant and full.
 - Tone varies when appropriate.
 - Volume is even but varies when appropriate.
 - (Strings & Flute) Uses vibrato as appropriate.
- (d) Technical accuracy:
 - Plays correct notes
 - Intonation is accurate.
 - Tempo is appropriate.
 - Musical pulse is steady, yet varies when appropriate (e.g., rubato, ritard).
 - Rhythm is accurate and precise.
 - (Harp) Plays without finger buzzes and pedal noise.
- (e) Musicianship:
 - Dynamics varied to create expressive effect.
 - Notes are articulated appropriately and consistently.
 - Creates motion in melodic line (phrase shape, rise and fall)
 - Phrases end gracefully (e.g., tapered dynamics, ending notes sustained).
 - Performance is consistent with (within the bounds of) stylistic convention.
 - Interpretive choices are consistent.
 - Performance conveys the character of the piece (e.g., march is march-like).
 - (Piano, Guitar & Harp) Performance demonstrates voicing of melodic lines and accompaniment.
- (f) Stage presence:
 - Demonstrates appropriate poise and bearing.
 - Acknowledges fellow performers (if applicable).
 - In the event of error, continues without pause.
 - Bows when appropriate.
- (g) Focus of attention:
 - Performance conveys sense of concentration.
 - Performance conveys sense of confidence (little hesitation or timidity evident).