

IMEA Festival and Clinic Events

INSTRUMENTAL EVALUATION FORM

Name of Ensemble: _____ School Name: _____

Clinician's Name: _____

| Considerations | Compliments, Comments & Suggestions | Advanced | Proficient | Emerging | Novice |
|--|-------------------------------------|----------|------------|----------|--------|
| Sound Quality (Timbre/Resonance/ Clarity of Sections & Full Ensemble) | | | | | |
| Technique (Breath Support, Bowing, Articulations, Fluency/Precision) | | | | | |
| Pitch Accuracy and Intonation (Individuals, Sections, Full Ensemble) | | | | | |
| Rhythmic Accuracy (Note & Rest Values, Meter & Tempo Considerations) | | | | | |
| Expression (Dynamic Contrasts, Style, Emotional Involvement) | | | | | |
| Phrasing (Phrase Shaping, Musicality) | | | | | |
| Balance & Blend (Individuals, Sections, Full Ensemble) | | | | | |
| Presentation (Posture, Stage Presence, Appearance, Repertoire Choices) | | | | | |

Outstanding strengths of the ensemble:

Specific suggestions for improvement:

Please use the following guide when evaluating performances:

Advanced = the accomplishment of standards that exceed the expectations of the grade level of the group.

Proficient = the accomplishment of standards that meet the expectations of the grade level of the group.

Emerging = shows significant progress toward accomplishing grade-level standards and expectations.

Novice = represents the beginning of the process toward meeting grade-level standards.

IMEA Festival and Clinic Events

CHORAL EVALUATION FORM

Name of Ensemble: _____ School Name: _____

Clinician's Name: _____

| Considerations | Compliments, Comments & Suggestions | Advanced | Proficient | Emerging | Novice |
|---|-------------------------------------|----------|------------|----------|--------|
| Sound Quality (Timbre/Resonance/ Clarity of Sections & Full Ensemble) | | | | | |
| Technique (Breath Support, Diction, Enunciation, Articulations, Dialects) | | | | | |
| Pitch Accuracy and Intonation (Individuals, Sections, Full Ensemble) | | | | | |
| Rhythmic Accuracy (Note & Rest Values, Meter & Tempo Considerations) | | | | | |
| Expression (Dynamic Contrasts, Style, Emotional Involvement) | | | | | |
| Phrasing (Phrase Shaping, Musicality) | | | | | |
| Balance & Blend (Individuals, Sections, Full Ensemble) | | | | | |
| Presentation (Posture, Stage Presence, Appearance, Repertoire Choices) | | | | | |

Outstanding strengths of the ensemble:

Specific suggestions for improvement:

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