

# FACULTY OF MUSIC

## MIDTERM STUDIO EXAM ASSESSMENT SHEET

V.4 – 23/6/2016

STUDENT NAME: \_\_\_\_\_

STUDENT ID NO: \_\_\_\_\_

PROGRAM CODE: MU110 MU220 MU221 MU222 MU223

COURSE CODE: \_\_\_\_\_

SEMESTER: \_\_\_\_\_

INSTRUMENT: \_\_\_\_\_

Categories	Remarks	Full marks (Pass)	Marks Given						
<b>Scales/Arpeggios/ Technical Studies</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 16.6%;">A 17-20</td> <td style="width: 16.6%;">B 13-16</td> <td style="width: 16.6%;">C 10-12</td> <td style="width: 16.6%;">D 7-9</td> <td style="width: 16.6%;">E 4-6</td> <td style="width: 16.6%;">F 0-3</td> </tr> </table>	A 17-20	B 13-16	C 10-12	D 7-9	E 4-6	F 0-3		20 (10)	
A 17-20	B 13-16	C 10-12	D 7-9	E 4-6	F 0-3				
<b>Sight reading</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 16.6%;">A 7-8</td> <td style="width: 16.6%;">B 5-6</td> <td style="width: 16.6%;">C 4</td> <td style="width: 16.6%;">D 3</td> <td style="width: 16.6%;">E 2</td> <td style="width: 16.6%;">F 0-1</td> </tr> </table>	A 7-8	B 5-6	C 4	D 3	E 2	F 0-1		8 (4)	
A 7-8	B 5-6	C 4	D 3	E 2	F 0-1				
<b>Repertoire 1:</b>  <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 16.6%;">A 30-36</td> <td style="width: 16.6%;">B 24-29</td> <td style="width: 16.6%;">C 18-23</td> <td style="width: 16.6%;">D 13-17</td> <td style="width: 16.6%;">E 7-12</td> <td style="width: 16.6%;">F 0-6</td> </tr> </table>	A 30-36	B 24-29	C 18-23	D 13-17	E 7-12	F 0-6		36 (18)	
A 30-36	B 24-29	C 18-23	D 13-17	E 7-12	F 0-6				
<b>Repertoire 2:</b>  <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 16.6%;">A 30-36</td> <td style="width: 16.6%;">B 24-29</td> <td style="width: 16.6%;">C 18-23</td> <td style="width: 16.6%;">D 13-17</td> <td style="width: 16.6%;">E 7-12</td> <td style="width: 16.6%;">F 0-6</td> </tr> </table>	A 30-36	B 24-29	C 18-23	D 13-17	E 7-12	F 0-6		36 (18)	
A 30-36	B 24-29	C 18-23	D 13-17	E 7-12	F 0-6				
<b>TOTAL MARKS</b>		<b>100</b> (50)							
<b><u>Diploma-MU 110</u></b> Midterm marks: _____/30%	<b><u>Music Education-MU 220</u></b> Midterm marks: _____/30%	<b><u>Composition-MU 221</u></b> Midterm marks: _____/30%	<b><u>Performance-MU 222</u></b> Midterm marks: _____/30%	<b><u>Performance-MU 223</u></b> Midterm marks: _____/30%					
<b><u>Examiner</u></b> Signature : _____ Name : _____									
				Date: _____					

### MARKING RUBRICS

\*Please consider the respective student's program when deciding upon marks/grade. (i.e. Diploma, Music Education, Composition and Performance). Highest expectations would be for the latter.

Scales/Arpeggios/ Technical Studies					
A 17-20	B 13-16	C 10-12	D 7-9	E 4-6	F 0-3
Very fluent with high accuracy. Good technique and tone quality. Very good tempo. Prompt response. Good fingering (if any).	Fluent and accurate. Technically secure with minor errors. Good tone quality. Good tempo. Generally prompt response. Minor errors in fingering (if any).	Somewhat fluent. Some unevenness in technique. Limited tone quality. Slower but consistent tempo. Slow response. Acceptable fingering (if any).	Weak technique and tone quality. Hesitant and inconsistent tempo. Incorrect fingering (if any).	Poor performance. Poor tone quality and tempo. Very slow or no response.	Extremely poor performance. Too many mistakes.

Sight reading					
A 7-8	B 5-6	C 4	D 3	E 2	F 0-1
Very fluent with accurate rhythm. Good tempo. Attention to musical details and dynamics. Musical performance.	Fluent with fairly accurate rhythm. Consistent tempo. Some musical details observed.	Somewhat hesitant. Slow melodic and rhythmic reading. Inconsistent tempo.	Hesitant and weak. Poor sense of tempo. Weak melodic and rhythmic note reading.	Poor reading with many incorrect notes and rhythms.	Extremely poor reading. Too many mistakes.

Repertoire 1, 2 (Midterm)					
A 30-36	B 24-29	C 18-23	D 13-17	E 7-12	F 0-6
Excellent and secure technique. Excellent tonal quality. Perceptive sense of musical style. Advanced musical details.	Good technique. Good tonal quality. Good sense of musical style. Good phrasing and dynamics.	Generally good technique. Reliable tonal quality. Consistent attention to phrasing and dynamics. A sense of musical communication.	General melodic and rhythmic accuracy. Acceptable tonal quality. Inconsistent attention to phrasing and dynamics. Average musical communication.	Essential melodic and rhythmic accuracy. Weak tonal quality. Some evidence of stylistics awareness. Some attention to phrasing and dynamics.	Weak melodic and rhythmic accuracy. Many errors and hesitation. Poor tone quality. Sense of style is absent. No phrasing and dynamics.

Progress					
A (17-20)	B (14-16)	C (10-13)	D (7-10)	E (3-6)	F (0-2)
Conscientious in the preparation of work. Regular in practice. Ability to meet standards set.	Some degree of conscientious preparation of work. Quite regular in practicing. Generally able to meet standards set.	Some preparation seen but not consistent. Fair attention given to practice. Minimum standards achieved.	Progress is somewhat slow and irregular. Lacks attention to details. Below minimum standards reached.	Poor progress seen with minimal effort at making improvements.	Very poor progress. Almost no effort at learning.

TOTAL Marking Guide					
A+ = 90 – 100	B+ = 70 – 74	C+ = 55 – 59	D+ = 44 – 46	E = 25 – 39	
A = 80 – 89	B = 65 – 69	C = 50 – 54	D = 40 – 43	F = 0 – 24	
A- = 75 – 79	B- = 60 – 64	C- = 47 – 49			