

## Chapter Nine

### *Musical performance assessment in school examinations*

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#### **The marking scheme**

<b>RHYTHMIC AND MELODIC PRECISION</b>	
Confident performance, with excellent rhythmic and melodic precision	10
Accurate performance, with good rhythmic and melodic precision	9
Substantially correct performance of both rhythmic and melodic aspects	8
Generally correct performance with some rhythmic and / or melodic errors	7
Insecure performance with both rhythmic and melodic errors and imperfections	6
Poor and discontinuous performance with substantial rhythmic and melodic inaccuracies	5
<b>PERFORMANCE AND MUSICAL INTERPRETATION</b>	
Expressive performance, with full mastery of phrasing, articulation, dynamics and intonation; assured and flexible control of tempo.	10
Committed performance, with good mastery of phrasing, articulation, dynamics and intonation; sustained tempo	9
Pleasant performance, with only minor slips in phrasing, articulation, dynamics and/or intonation; suitable tempo	8
Generally correct performance, with partial mastery of phrasing, articulation, dynamics, intonation and tempo.	7
Poor performance presenting little phrasing and dynamics and some difficulties in articulation. Unstable intonation and/or tempo.	6
Inadequate performance with insufficient control of dynamics, articulation and tempo.	5
<b>ORAL PRESENTATION AND RELEVANCE TO THE TOPIC</b>	
The oral presentation describes the performed piece clearly and comprehensively, contextualizing it correctly; the candidate makes coherent and sophisticated interdisciplinary links which highlight the relevance of the performed piece to the topic.	10
The oral presentation describes the performed piece clearly and comprehensively, contextualizing it correctly; the candidate makes coherent interdisciplinary links.	9
The oral presentation describes the performed piece clearly, contextualizing it correctly; one or two coherent references to other linked subjects are made by the candidate.	8
The oral presentation of the performed piece is clear but superficial; an attempt of contextualisation is made, as well as some weak references to linked topics.	7
The oral presentation of the performed piece is simple but sufficient; contextualization and reference to linked topics are poor or lacking.	6
The presentation is confused / superficial without contextualizing the performed piece in any way.	5