

**Worksheet 2/2a: Evaluation of Student Performances**

Level 2, Lesson 6

Reviewer: \_\_\_\_\_

Performer(s): \_\_\_\_\_

\_\_\_\_\_

Ensembles pick two of the following pieces. Based on each ensemble's song choices, use the appropriate box to evaluate the criteria with an "x".

**The Bad Riff**

	<b>Achievement Level</b>			
<b>Criterion</b>	Excellent	Good	Fair	Poor
Students play power chords accurately				
Students maintain a steady beat				
Strokes indicated in music are used				
Improvised solos are compelling				

**Driving ZZ**

	<b>Achievement Level</b>			
<b>Criterion</b>	Excellent	Good	Fair	Poor
Students play power chords accurately				
Students maintain a steady beat				
Strokes indicated in music are used				
Improvised solos are compelling				

**Scarborough Fair**

	<b>Achievement Level</b>			
<b>Criterion</b>	Excellent	Good	Fair	Poor
Student on melody (Guitar 1) makes position shift to play the A above the staff				
Fingerpatterns performed effectively				
Chord changes made in tempo				
Students follow repeats correctly				
Good blend between the guitars				
If played as trio, improvised strumming is appropriate for arrangement				

*(Worksheet continued on next page)*

## Worksheet 2/2a: Evaluation of Student Performances (cont.)

Level 2, Lesson 6

Reviewer: \_\_\_\_\_

Performer(s): \_\_\_\_\_

\_\_\_\_\_

### Power Ballad

	Achievement Level			
Criterion	Excellent	Good	Fair	Poor
Chord changes made in tempo				
Performance has dynamics, groove, and parts lock together				
Students use all down-strokes for Guitar 2				
Students follow repeats correctly				

### Metal Ballad

	Achievement Level			
Criterion	Excellent	Good	Fair	Poor
Chord changes made in tempo				
Performance has dynamics, groove, and parts lock together				
Students use all down-strokes for Guitar 2				
Students follow repeats correctly				

### Spanish Metal (trio)

	Achievement Level			
Criterion	Excellent	Good	Fair	Poor
Fingerpatterns (Guitar 1) performed effectively				
Strummed rhythm (Guitar 2) performed effectively				
The three parts blend together well				
Students understand and successfully create a cadenza				