

Assessment Goals:

Non grade-based markers that we expect players to achieve
in order to progress through the NYO system



Skill	NYtO	NYiO	NYO
MUSICAL	Maintain a pulse	Following a conductor: Internalising the pulse; Awareness of pulse changes Accurate counting & entries	Section leadership skills Back desks aware of delay between what you see/hear
	Rhythm PERC: Simple & compound	Ability to subdivide beat	Anticipate tempo changes
	Ability to read the notes – not just fingering BRASS: TBN started Tenor Clef	Good sight-reading : esp. at first rehearsals on new repertoire; STRINGS: VLA Fluent treble clef reading VC/DB Understanding tenor clef BRASS: TBN Tenor clef known & started to read Alto Clef HARP: Bass & treble clef, melodic & chordal reading	Sensitivity to phrasing
	Ability to hold a part in ensemble	Confident support/presence in the sound	Sound projection when needed
	Varied dynamics	Dynamic shading BRASS: & awareness of techniques to do this PERC: Good dynamic range	Sense of performance
AURAL		Tuning own instrument PERC: Tuning timps – basic intervals by ear	
	Awareness of pitch	Developing keen intonation; Accurate pitching (not PERC)	Accurate intonation
	Listening	Listening – not just hearing Awareness of balance within section & orchestra	Intelligent balancing
TECHNICAL	Thinking about posture	Good instrument & body posture	Correct instrument & body posture
	Sound production Staccato/Legato articulation WIND: FLTS to comfortably reach high D; CLTS confidence in upper register TPT reach at least top G TBN reach at least Concert F	STRINGS: Use of whole bows & correct part of the bow; Bow technique incl. controlled spiccato WIND: Breath control; Sound projection & tone; Articulation BRASS: Instruments up & ready BRASS: Stamina PERC: Stick control/tone HARP: Foot pedal : swift changes of position as needed HARP: Tone- Ringing (<i>laissez vibrer</i>) or damped (<i>son étouffes</i>)	STRINGS: Bow usage; off-the -string bow strokes Breathing for non-breathing people! WIND: co-ordination of breaths

	Instruments up and ready in time	Embracing new techniques STRINGS: e.g. ponticello/tasto PERC: Rudimental knowledge & application to part PERC: Familiarity with all orchestral percussion HARP: Techniques eg. tremolo, glissando, harmonics	Exploring new timbres
	UPPER STRINGS: Ability to play in 3 rd Pos VC Use of positions ½, 1 st , 4 th ; some knowledge of 2 nd & 3 rd VC+DB Use of positions ½ to 4 th	STRINGS: VLNS Knowledge of all 5 Pos; VLAS Knowledge of 4 Pos; VC Up to thumb position DB	Writing in own fingerings Tone quality - STRINGS: Awareness of when playing e.g. <i>Sul D</i> is more appropriate than a lower pos.
	Familiarity with some scale keys STRINGS: Major keys up to 3 or 4# & 3b WIND: CLT able to play A & E major scales	Familiarity of finger patterns & scale keys up to 5# & 5b STRINGS: 3 8ve scales	
	STRINGS: Developing vibrato	STRINGS: Vibrato W/WIND: Working towards vibrato	To be able to play without vibrato if requested
BEHAVIOURAL	Attendance/Commitment	Attendance/Commitment Being a team player	Attendance/Commitment
	Home practice	Home practice	Home practice & listening to recordings
		Looking confident;	Confidence
	Attention in rehearsal	Attention in rehearsal	Concentration & focus
		Working towards communication within section and between sections via movement, breathing, gestures, eye contact	Watching & copying section leaders as well as conductor
	Bringing stands Remembering music	Bringing pencils, erasers, stands, music, STRINGS/BASS: mutes Marking up the music & respond with increased accuracy	Independent marking up music and passing info. to back of section
	Looking after own & taking care of other peoples' instruments	Looking after own & taking care of other peoples' instruments; Orchestral etiquette	Looking after own & taking care of other peoples' instruments; Orchestral etiquette