Self-Evaluation Guide for Early Music Instrumentalists

Name__________________________________________________________

Please list the instruments for which you are providing the self-evaluation and which you intend to play at the Festival:

Instrument 1 __________________________ Instrument 2 __________________________

Check the selection that comes closest to meeting your current practices and abilities; then tally your responses at the end of the form. This form is for your own self-evaluation purposes and for your own use. Thus, the more honest the answers the more useful the evaluation will be for ensuring that you are in a class that fits your skill level. You do not need to return the form to us.

1. How often do you play or practice each of your instruments?
   Instrument 1 Instrument 2
   A. Daily ________ ________
   B. Once or twice a week ________ ________
   C. Once or twice a month ________ ________

2. Do you play regularly with a group or groups?
   Instrument 1 Instrument 2
   A. Yes, often ________ ________
   B. Yes, on occasion ________ ________
   C. Rarely ________ ________

3. How well do you sight-read music in these group occasions?
   Instrument 1 Instrument 2
   A. Well, few mistakes ________ ________
   B. Passably, some lapses ________ ________
   C. Poorly, often lose my place ________ ________

4. If you get lost in the reading, can you make your way back in without stopping the entire ensemble?
   Instrument 1 Instrument 2
   A. Yes, almost always ________ ________
   B. Some of the time ________ ________
   C. Almost never ________ ________

5. Do you seek out, enjoy and feel competent in the challenge of one-on-a-part playing?
   Instrument 1 Instrument 2
   A. Yes, always ________ ________
   B. Sometimes ________ ________
   C. Never ________ ________

6. How well do you play in tune and hear good intonation in ensemble settings?
   Instrument 1 Instrument 2
   A. Mostly in tune ________ ________
   B. Problems with some notes ________ ________
   C. More often out of tune ________ ________

7. When playing in ensembles, what can you strive for and what is foremost on your mind in the first reading of a piece?
   Instrument 1 Instrument 2
   A. Good musical expression ________ ________
   B. All the right notes ________ ________
   C. Not to get lost ________ ________

OVER>>>>>>>>>
8. If something goes wrong in ensemble playing, are you capable of hearing where the mistakes lie and helping with the solution?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Never</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How technically proficient are you with the mechanics of your instrument?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fluent with all notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Struggle with some notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Still learning the scales</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. How well do you read and understand more complex rhythms and intricate counterpoint?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mostly successfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. With moderate success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Not very successfully</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. In playing sessions are you capable of adding appropriate cadential ornaments and some internal divisions at sight?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes, always</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Can ornament some cadences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Can’t ornament</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. If appropriate to your instrument, can you play with dynamic variety and shading?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes, for the most part</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. With some difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. No dynamic control yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Are you familiar with the techniques for varying articulation for musical expression on your instrument and can you achieve them?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes, definitely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Familiar, but can’t achieve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Not familiar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. At a metronome marking of quarter note equals 60, at what note value do you consider yourself capable of moderately difficult passagework?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sixteenth note or faster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Eighth note motion, some 16ths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Quarters with only some eighths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Which of the historical clefs are you capable of reading with some fluency?

<table>
<thead>
<tr>
<th></th>
<th>Instrument 1</th>
<th>Instrument 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. G &amp; F clefs and some C clefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. G &amp; F, but no C clefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Only G (treble) clef</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:** Tally the number of A, B and C responses and assign the value of 5 points to each A, 3 points to each B and 1 point to each C response. Then, total the points for each and find the range into which your total score fits. This will give you a general idea of the level of your abilities, when compared with others, on each of the instruments that you listed.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>Scoring Ranges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td># of A responses</td>
<td>x 5</td>
<td>Beginner</td>
</tr>
<tr>
<td># of B responses</td>
<td>x 3</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td># of C responses</td>
<td>x 1</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>Advanced</td>
</tr>
</tbody>
</table>

15 - 25
26 - 45
46 - 65
66 - 75
# Self-Evaluation Guide for Early Music Vocalists

Please list the voice type for which you are providing the self-evaluation:

**Voice Type:**

Check the selection that comes closest to meeting your current practices and abilities; then tally your responses at the end of the form. This form is for your own self-evaluation purposes and for your own use. Thus, the more honest the answers the more useful the evaluation will be for ensuring that you are in a class that fits your skill level. You do not need to return the form to us.

## 1. How often do you sing or practice?
- A. Daily
- B. Once or twice a week
- C. Once or twice a month

## 2. Do you sing regularly with a group or groups?
- A. Yes, often
- B. Yes, on occasion
- C. Rarely

## 3. How well do you sight-read music in these group occasions?
- A. Well, few mistakes
- B. Passably, some lapses
- C. Poorly, often lose my place

## 4. If you get lost in the reading, can you make your way back in?
- A. Yes, almost always
- B. Some of the time
- C. Almost never

## 5. Do you seek out, enjoy and feel competent in the challenge of one-on-a-part singing?
- A. Yes, always
- B. Sometimes
- C. Never

## 6. Are you asked to sing solos?
- A. Often
- B. Occasionally
- C. Not at all

## 7. When singing in ensembles, what can you strive for and what is foremost on your mind in the first reading of a piece?
- A. Good musical expression
- B. All the right notes
- C. Not to get lost

## 8. If something goes wrong in the ensemble, are you capable of hearing where the mistakes lie and helping with the solution?
- A. Often
- B. Sometimes
- C. Never

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*OVER>>>>>>>>>>*
9. How many of the following works (or their equivalent) have you sung in a performing group:
   Morley, Byrd, or Wilbye madrigals, Palestrina or Byrd masses, Bach cantatas?
   A. Practically all
   B. About half
   C. Fewer than 3

10. How many of the following works (or their equivalent) have you sung in a performing group:
    Bach motets, 5-part Italian madrigals, Gesualdo, Monteverdi?
    A. Practically all
    B. About half
    C. Fewer than 3

11. If you are singing a little-known work in question 9 with fairly good singers would you be immediately
    conscious of a musical mistake (wrong rhythm, false entry, wrong note) made by another singer?
    A. Almost certainly
    B. Probably
    C. probably not

12. If you are singing a little-known work in question 9 with good singers would you be immediately
    conscious of a musical mistake (wrong rhythm, false entry, wrong note) made by another singer?
    A. Almost certainly
    B. Probably
    C. probably not

13. Have you sung and practiced solo works of Caccini, Monteverdi, Purcell, Bach, Dowland
    (or their equivalents?)
    A. Practically all
    B. About half
    C. Fewer than 3

14. At a metronome marking of quarter note equals 60, at what note value do you consider yourself
    capable of moderately difficult passagework?
    A. Sixteenth note or faster
    B. Eighth note motion, some 16ths
    C. Quarters with only some eighths

15. Are you capable of reading historical clefs with some fluency?
    A. Yes, definitely
    B. Familiar
    C. Not familiar

**Evaluation:** Tally the number of A, B and C responses and assign the value of 5 points to each A, 3 points
   to each B and 1 point to each C response. Then, total the points for each and find the range into which your
   total score fits. This will give you a general idea of the level of your abilities, when compared with others.

<table>
<thead>
<tr>
<th># of A responses</th>
<th>x 5</th>
<th>=</th>
<th>Scoring Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td># of B responses</td>
<td>x 3</td>
<td>=</td>
<td>Beginner</td>
</tr>
<tr>
<td># of C responses</td>
<td>x 1</td>
<td>=</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>=</td>
<td>High Intermediate</td>
</tr>
</tbody>
</table>

Total Points

**Scoring Ranges**
- Beginner: 15 - 25
- Low Intermediate: 26 - 45
- High Intermediate: 46 - 65
- Advanced: 66 - 75