

## Vocal Sight-Reading Evaluation (Updated August 2017)

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Division IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u> characteristic tone qualities within their vocal section <u>throughout</u> the performance.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with minimal or no flaws.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u> characteristic tone qualities within their vocal section, but there are some <u>minor lapses</u>.</li> <li>Student performers demonstrate an <u>acceptable awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, although there are <u>minor flaws</u>.</li> <li>For the <u>most part</u>, student performers demonstrate an <u>excellent</u> concept of balanced musical lines and blend of tone within their section.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> characteristic tone qualities within their vocal section, but there are some <u>major lapses</u>.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, although there are <u>several flaws</u>.</li> <li>Student performers demonstrate an <u>intermediate, inconsistent</u> concept of balanced musical lines and blend of tone within their section.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>inadequate</u> characteristic tone qualities within their vocal section, and lose control and focus <u>often</u>.</li> <li>Student performers demonstrate an <u>inadequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>Student performers demonstrate an <u>inadequate</u> concept of balanced musical lines and blend of tone within their section, and <u>do not produce</u> a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>undesirable</u> characteristic tone qualities within their vocal section, and lose control and focus <u>most or all of the time</u>.</li> <li>Student performers demonstrate <u>little or no awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>Student performers demonstrate an <u>improper</u> concept of balanced musical lines and blend of tone within their section, and <u>produce an undesirable and inappropriate</u> sonority of music performed.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers sing <u>most</u> pitches correctly. Errors are corrected quickly.</li> <li>Rhythmic precision and preferred method of sight-reading are uniform <u>throughout</u> the ensemble.</li> <li>Vocal technique and diction are <u>near flawless</u> with only <u>minimal lapses</u> that recover quickly.</li> <li>Correct attacks and releases are <u>consistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers sing <u>most</u> pitches correctly, but errors are <u>not</u> corrected quickly.</li> <li>Rhythmic precision and preferred method of sight-reading are <u>excellent</u>, but some <u>passages</u> are not uniform throughout the ensemble and detract from the overall performance.</li> <li>Vocal technique and diction are <u>excellent</u> within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Correct attacks and releases are <u>consistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students sing <u>incorrect</u> pitches and <u>do not</u> recover quickly.</li> <li>Rhythmic precision and preferred method of sight-reading are <u>good</u>, but not uniform <u>much of the time</u>.</li> <li>Vocal technique and diction are <u>good</u> within each section, but at <u>times</u> there is a consistent loss of clarity and precision.</li> <li>Attacks and releases are <u>inconsistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students sing incorrect pitches <u>throughout</u> the performance.</li> <li>Rhythmic precision and preferred method of sight-reading are inconsistent <u>most</u> of the time.</li> <li>Vocal technique and diction are <u>missing</u> within each section, with an <u>overall</u> lack of clarity and precision.</li> <li>Attacks and releases are not performed together <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers sing incorrect pitches <u>throughout</u> the performance and <u>do not recognize</u> use of key signature/accidentals.</li> <li>Rhythmic precision and preferred method of sight-reading are <u>fundamentally</u> lacking.</li> <li>Vocal technique and diction are <u>fundamentally</u> lacking within each section, restricting the ability of the performers to meet the demands of the music.</li> <li>Attacks and releases are <u>not</u> performed together.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>Student performers artistically demonstrate the appropriate markings indicated.</li> <li>Clear and expressive shaping of the musical line is <u>often</u> achieved within and between sections of the ensemble with some <u>minor errors</u>.</li> <li>Throughout the majority of the performance, an <u>exceptional</u> use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>excellent</u> control of all aspects of rhythm, tempo, and tone.</li> <li>Student performers <u>consistently</u> convey an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers artistically demonstrate the appropriate markings indicated with <u>only minor inconsistencies</u>.</li> <li>Clear and expressive shaping of the musical line is <u>somewhat evident</u> within and between sections of the ensemble with <u>some errors</u>.</li> <li>At times, an <u>excellent</u> use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and tone, with only <u>minor lapses</u>.</li> <li>Student performers <u>at times</u> convey an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers artistically demonstrate the appropriate markings indicated, but there are <u>noticeable inconsistencies</u>.</li> <li>Clear and expressive shaping of the musical line is <u>somewhat evident</u> within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and tone, with <u>some lapses</u>.</li> <li>Student performers convey a performance to the audience that <u>to some degree</u> lacks artistry, energy, and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers do not demonstrate the appropriate markings indicated throughout <u>most</u> of the performance.</li> <li><u>Little evidence</u> of clear and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for the music performed.</li> <li>The ensemble exhibits <u>inadequate</u> control of all aspects of rhythm, tempo, and tone.</li> <li>Student performers convey a performance to the audience that <u>has little or no</u> artistry, energy, and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers <u>do not</u> address appropriate markings.</li> <li><u>No evidence</u> of clear and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically ineffective and results in little contrast for the music performed.</li> <li>The ensemble exhibits <u>little or no</u> control of all aspects of rhythm, tempo, and tone.</li> <li>Student performers convey a performance to the audience that <u>has absolutely no</u> artistry, energy, and emotion.</li> </ul>
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