

## Vocal Sight-Reading Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate highly developed characteristic tone qualities within their vocal section <u>throughout</u> the performance.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a <u>few minor flaws</u> that are quickly corrected.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of musical tone within each section.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u> characteristic tone qualities for their vocal section, but there are some <u>minor lapses</u>.</li> <li>Student performers demonstrate excellent choral technique and vocal production, but there are <u>some flaws</u> where students are unable to control and focus tone.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor</u> flaws.</li> <li>For the most part, student performers demonstrate an excellent concept of balanced musical line and blend within their section, but there are <u>some minor</u> lapses.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section, however, performers lose their <u>ability to control</u> tone quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapses</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of musical line, but individual and sectional problems <u>consistently</u> occur.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section, and lose control and focus often.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section of the ensemble.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority within the ensemble. There are numerous flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, and lose control and focus <u>most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section of the ensemble.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority within the ensemble</li> <li>There is <u>little or no</u> evidence of dynamic contrast</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers sing most pitches correctly. Missed /key accidentals are corrected quickly.</li> <li>Vocal technique and diction are <u>near flawless</u> with only <u>minimal lapses</u> that recover quickly.</li> <li>Rhythmic approach and preferred method of sight-reading are uniform <u>throughout</u> the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers sing <u>most</u> pitches correctly but missed key/accidentals are not corrected quickly.</li> <li>Vocal technique and diction are excellent within each section but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and preferred methods of sight-reading are excellent, <u>but some passages</u> are not uniform throughout the ensemble and detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students sing incorrect pitches and do not recover quickly.</li> <li>Vocal technique and diction are good, but <u>at times</u> individual skill is causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and preferred method of sight-reading are good, but not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students sing incorrect pitches <u>throughout</u> the performance.</li> <li>Vocal technique and diction are obviously missing resulting in an overall lack of clarity and precision.</li> <li>Rhythmic precision and preferred method of sight-reading are inconsistent <u>most</u> of the time.</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 and <u>do not</u> recognize use of key/accidentals.</li> <li>Vocal technique is <u>fundamentally</u> lacking and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Rhythmic precision and preferred method of sight-reading are <u>fundamentally</u> lacking.</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 often achieved within and between sections of the ensemble with some <u>minor errors</u>.</li> <li>Student performers convey an artistic and energetic, understanding of the music.</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, but there are <u>some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and tone with <u>minor lapses</u>.</li> <li>Students convey musical understanding <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate the appropriate markings, but there are <u>noticeable inconsistencies</u>.</li> <li>Clear and expressive shaping of the musical line is <u>somewhat</u> evident within and between the 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.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and tone with <u>some lapses</u>.</li> <li>Performance is somewhat mechanical, and lacking in energy.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers do not demonstrate appropriate markings 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 prove musically ineffective and results in little contrast for the music.</li> <li>The ensemble exhibits <u>little control</u> of all aspects of rhythm, tempo, and tone.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers <u>do not attempt</u> to address appropriate markings.</li> <li><u>Little or 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 or no contrast for the music.</li> <li>The ensemble exhibits <u>little or no</u> control of all aspects of rhythm, tempo, and tone.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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