

## Vocal Concert 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 for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u> in producing a desirable, consistent, focused, controlled tone.</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 to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u> characteristic tone qualities for their vocal section and musical performance, but there are some <u>minor lapses</u> in producing a desirable, consistent, focused, controlled tone.</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 a <u>excellent</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> characteristic tone qualities for their vocal section and musical performance, but there are some <u>significant lapses</u> in producing a desirable, consistent, focused, controlled tone.</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 several <u>flaws</u>.</li> <li>Student performers demonstrate an <u>intermediate, inconsistent</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>inadequate, inconsistent</u> characteristic tone qualities for their vocal section and musical performance, with some <u>major flaws</u> in producing a desirable, consistent, focused, controlled tone.</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 for their vocal section and musical performance, with <u>pervasive flaws</u> in producing a desirable, consistent, focused, controlled tone.</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 will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section, with only <u>minimal lapses</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is stylistically appropriate and <u>consistent</u> throughout the performance.</li> <li>Correct attacks and releases are <u>consistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>excellent</u> within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are <u>excellent</u>; however, <u>some passages</u> are not uniform throughout the ensemble.</li> <li>Diction is stylistically appropriate most of the time, but there are <u>inconsistencies</u> that detract from the overall performance.</li> <li>Correct attacks and releases are <u>consistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is <u>good</u> within each section, but <u>at times</u> skill is lacking, causing a consistent loss of clarity and presence.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Diction inappropriate <u>at times</u>.</li> <li>Correct attacks and releases are <u>inconsistent</u> throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>poor</u> within each section, resulting in an <u>overall lack</u> of clarity and presence.</li> <li>Rhythmic precision and clarity are not uniform <u>most of the time</u>.</li> <li>Diction is inappropriate <u>most of the time</u>.</li> <li>Attacks and releases are not performed uniformly <u>most of the time</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will miss <u>a majority of</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> within each section, resulting in an <u>inability</u> to meet the technical demands of the music.</li> <li>Rhythmic precision and clarity are not uniform <u>throughout the performance</u>.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> <li>Attacks and releases are <u>not</u> performed uniformly.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>superior</u>. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is <u>clearly evident</u> within and between sections of the ensemble.</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>exceptional</u> control of all aspects of rhythm, tempo, and musical style.</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>For this classification, the suitability of the music is <u>excellent</u>. Student performers artistically demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>Clear, meaningful, and expressive shaping of musical passages is <u>somewhat evident</u> within and between sections of the ensemble, although there are <u>some inconsistencies</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 musical style, with <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>For this classification, the suitability of the music is <u>adequate</u>. Student performers artistically demonstrate the appropriate musical style <u>much of the time</u>, but there are <u>noticeable inconsistencies</u>.</li> <li>Clear, meaningful, and expressive shaping of musical passages 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 musical style, 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>For this classification, the suitability of the music is <u>inadequate</u>. Student performers <u>do not</u> artistically demonstrate the appropriate musical style <u>much of the time</u>.</li> <li><u>Little evidence</u> of clear, meaningful, and expressive shaping of musical passages is 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>little</u> control of all aspects of rhythm, tempo, and musical style.</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>For this classification, the suitability of the music is <u>unsatisfactory</u>. Student performers <u>do not</u> artistically demonstrate the appropriate musical style.</li> <li><u>Little or no evidence</u> of clear, meaningful, and expressive shaping of musical passages is 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 musical style.</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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