

Vocal Concert 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"> 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>. Pitches are centered and focused. Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws. There is “<u>near perfect</u>” intonation within and between sections. 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. 	<ul style="list-style-type: none"> Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>. Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>. The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>. <u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u> 	<ul style="list-style-type: none"> Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges. 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>. Sounds are <u>at times</u> harsh, thin and/or pinched. Balance and blend are present, but <u>lapsés</u> consistently occur. The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed. 	<ul style="list-style-type: none"> For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>. Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section. 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 of the music performed. There are an extreme amount of flaws. There is little or no use of dynamic contrast. 	<ul style="list-style-type: none"> For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>. Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section. The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed. There is <u>little or no</u> evidence of dynamic contrast.

TECHNIQUE: Choral

<ul style="list-style-type: none"> Student performers will sing correct pitches. Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>. Diction and clarity of text are demonstrated at <u>all tempi</u>. Rhythmic approach is uniform <u>throughout</u> the ensemble. Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices. 	<ul style="list-style-type: none"> Student performers will sing correct pitches. Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly. Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble. Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance. 	<ul style="list-style-type: none"> Students performers sing incorrect pitches and do not recover quickly Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision. Rhythmic precision and clarity are not uniform <u>much of the time</u>. Attacks and releases are inconsistent throughout the performance. Diction is used inappropriately <u>at times</u>. 	<ul style="list-style-type: none"> Student performers miss <u>some</u> pitches throughout the performance. Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision. Rhythmic precision and clarity are inconsistent <u>most</u> of the time. Attacks and releases are not performed uniformly <u>most</u> of the time. Diction is used inappropriately <u>most</u> of the time. 	<ul style="list-style-type: none"> Student performers miss <u>numerous</u> pitches throughout the performance. Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music. Attacks and release are <u>not</u> performed together. There is an <u>inadequate</u> approach to diction performed in the music.
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MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections. Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors. Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed. Control of all aspects of rhythm, tempo, and musical style is exceptional. Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience. 	<ul style="list-style-type: none"> For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>. For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>. <u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed. The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>. Student convey musical understanding most of the time. 	<ul style="list-style-type: none"> For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies. Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>. At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed. The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>. Performance is somewhat mechanical, lacking emotion and energy. 	<ul style="list-style-type: none"> For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance. Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble. A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed. The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style. Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills. 	<ul style="list-style-type: none"> For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance. <u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble. An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed. The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style. Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.
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