

# Choir – Evaluation Rubric

[----- PROFICIENT -----]

[---- AVERAGE ----]

[----- DEFICIENT -----]

## TONE: Vocal

Superior	Excellent	Average	Below Average	Poor
<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>.</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 few minor flaws.</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 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 <u>some minor lapses</u>.</li> <li>• Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>• The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li>• <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></li> </ul>	<ul style="list-style-type: none"> <li>• 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.</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>lapsés</u> consistently occur.</li> <li>• The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>• 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>.</li> <li>• Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</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 of the music performed. There are an extreme amount of flaws.</li> <li>• There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• 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>.</li> <li>• Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>• The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</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 will sing correct pitches.</li> <li>• Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>• Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>• Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>• Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performers will sing correct pitches.</li> <li>• Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>• Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>• Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students performers sing incorrect pitches and do not recover quickly</li> <li>• Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>• Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>• Attacks and releases are inconsistent throughout the performance.</li> <li>• Diction is used inappropriately <u>at</u> times.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performers miss <u>some</u> pitches throughout the performance.</li> <li>• Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>• Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>• Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>• Diction is used inappropriately most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>• Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>• Attacks and release are <u>not</u> performed together.</li> <li>• There is an <u>inadequate</u> approach to diction performed in the music.</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 superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>• Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>• Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>• Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>• Student performers <u>convey</u> 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 excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>• For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident 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 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 convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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>.</li> <li>• At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>• The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>• Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Little evidence of clear, meaningful 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 music performed.</li> <li>• The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</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>• For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li>• <u>Little or no</u> evidence of clear, meaningful 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 music performed.</li> <li>• The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</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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