



SOLO & ENSEMBLE FESTIVAL PERFORMANCE RUBRIC

Performance Type: *Vocal*

Student Name(s): _____

Entry Type: _____

School/Studio: _____

MASTERY

Superior

5 points

PROFICIENT

Excellent

3-4 points

EMERGING

Good

1-2 points

TIME/RHYTHM

- 1) Demonstrate control of pulse/tempo.
- 2) Demonstrate rhythmic fluidity within melodic lines.

TOTAL _____

INTONATION

- 1) Demonstrate tone control within varying registers.
- 2) Demonstrate proper air support.
- 3) Demonstrate control of intonation/listening/adjusting choices for intonation

TOTAL _____

TECHNIQUE

- 1) Demonstrate fluidity through musical passages including correct notes.
- 2) Demonstrate uniform and stylistically appropriate vowels.
- 3) Demonstrate clear and consistent diction.
- 4) Demonstrate proper execution of articulations and releases.

TOTAL _____

MUSICALITY

- 1) Demonstrate understanding of musical phrasing and interpretation.
- 2) Demonstrate musical expression that includes the use of dynamics.
- 3) Demonstrate facial expression and body language that is stylistically appropriate and reflects the text.

TOTAL _____

<input type="checkbox"/> Superb control of pulse and tempo throughout the performance. <input type="checkbox"/> Rhythmic precision is outstanding and accurate throughout the performance.	<input type="checkbox"/> Pulse and tempo are well controlled. <input type="checkbox"/> Rhythmic precision is consistent, with a few minor flaws during difficult passages.	<input type="checkbox"/> Pulse and tempo are somewhat controlled. <input type="checkbox"/> Rhythmic precision is mostly accurate but with occasional errors.
<input type="checkbox"/> Outstanding tone is achieved throughout the performance. <input type="checkbox"/> Outstanding air support results in clear, resonant tone. <input type="checkbox"/> Highly developed listening and adjusting skills; intonation issues, if any, are quickly resolved.	<input type="checkbox"/> Tone is well controlled most of the time. <input type="checkbox"/> Problems with air support are minor and quickly corrected. <input type="checkbox"/> Listening and adjusting skills are advanced; most intonation errors are corrected.	<input type="checkbox"/> Listening and adjusting skills are developing. <input type="checkbox"/> Frequent lapses in breath support affects tone quality. <input type="checkbox"/> Some attempts made to correct faulty intonation.
<input type="checkbox"/> Notes/rhythms are consistently performed accurately and cohesively. <input type="checkbox"/> Vowels are consistently uniform and stylistically appropriate. <input type="checkbox"/> Diction is superb and reflect outstanding preparation. <input type="checkbox"/> Articulations are consistently performed in an accurate manner. Entrances/releases are always performed in a musically mature manner.	<input type="checkbox"/> Notes/rhythms are usually performed accurately, with few minor flaws during difficult passages. <input type="checkbox"/> Vowels are usually uniform and stylistically appropriate. <input type="checkbox"/> Diction is well developed, reflecting sufficient preparation by the student. Minor flaws during demanding passages. <input type="checkbox"/> Articulations are usually appropriate and uniformly performed, with slight inconsistencies. Entrances, attacks, and releases are usually performed tastefully.	<input type="checkbox"/> Notes/rhythms are performed correctly most of the time, but with occasional errors. <input type="checkbox"/> Vowels are not uniform and/or stylistically appropriate. <input type="checkbox"/> Diction reflects adequate preparation, however mistakes are noticeable. <input type="checkbox"/> Articulations are not always accurate. Entrances, attacks, and releases are inconsistent and may not always be tasteful/stylistically correct.
<input type="checkbox"/> Phrasing and dynamic contour of lines are consistently mature and expressive. Interpretation of musical styles are consistently tasteful and musical. <input type="checkbox"/> Musical expression and sensitivity are exceptional. <input type="checkbox"/> Facial expressions and body language are stylistically appropriate and reflect the text throughout the performance.	<input type="checkbox"/> Phrasing and dynamic contour of the line are usually expressive but lack commitment. Interpretation of musical style are usually appropriate. <input type="checkbox"/> Musical expression and sensitivity are tasteful and demonstrate appropriate level of preparation. <input type="checkbox"/> Facial expressions and body language are stylistically appropriate	<input type="checkbox"/> Phrasing concepts are still developing. Phrase lengths and dynamic contours are inconsistent and/or lack fluidity. Interpretation of musical styles are mostly appropriate, but inconsistently performed. <input type="checkbox"/> Musical expression and sensitivity are generally tasteful, but inconsistently performed. <input type="checkbox"/> Facial expressions and body language are stylistically appropriate and reflect the text inconsistently during the performance.

Adjudicator

TOTAL SCORE _____

Superior: 16—20 points

Excellent: 15—11 points

Good: 10—4 points

Notes/Comments: _____
