



VOCAL REPERTORY RUBRIC

EVALUATOR _____

SEMESTER _____

STUDENT _____

DATE _____

Piece(s) performed: _____

	Poor: 0-2	Fair: 3-5	Good: 6-8	Excellent: 9-10
SCALES 1 Major 1 Minor	Performance severely lacking in one or more areas: note accuracy; inconsistent tempo; erratic rhythm; faulty intonation; unrefined articulations	Performed somewhat accurately but lacking in one or more of the following areas: inconsistent or too slow tempo; faulty intonation; unrefined articulations	Performed well but slightly lacking refinement in one of the following areas: tempo; intonation; articulations	Performance is flawless, at appropriate tempo, and with outstanding intervallic intonation and articulations
NOTE AND RHYTHMIC ACCURACY	Student sings with few accurate or secure pitches. The notes in assigned material are not learned.	Student sings with some accurate pitches, but there are frequent and/or repeated errors. Notes in assigned repertoire are not completely learned.	Student sings with occasional isolated error, but most of pitch is accurate and piece is well learned.	Student sings with accurate pitch; music is learned correctly and completely
INTONATION	Intonation is poor. Poor breath support adversely affects intonation	Intonation issues frequently occur during the performance. Inconsistent breath control affects intonation.	Intonation issues may occur during range and dynamic extremes, and the performer makes attempts to adjust.	Intonation is outstanding, and the performer demonstrates ability to make quick adjustments.
DICTION	Student's articulation is not clear, nor is text energized or understandable.	Student articulates clearly only part of the time; text is only partially energized or understandable.	Student articulates clearly most of the time; text is mostly energized and understandable.	Student articulates clearly and the text of the music is energized and consistently understandable.

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ALIGNMENT	Student is unable to sing with alignment. Tone is pinched. Tension in jaw, tongue, neck, and/or shoulders is ongoing, and affects tone quality.	Student achieves good alignment only sporadically. Tension in jaw, tongue, neck, and/or shoulders is frequent, and affects tone quality.	Student stands somewhat correctly, but alignment could be more consistent. Some signs of tension in jaw, tongue, neck and/or shoulders. Tone is inconsistent throughout range due to alignment.	Student stands correctly and sings using proper alignment and no visible tension in the body.
BREATH	Student's breath is tight; air is held and doesn't flow. Diaphragm is stuck and breath is high in chest cavity.	Student occasionally breathes properly, but breath frequently stops or is pushed. Student is minimally aware of breath in body and connection to air and breath pressure.	Students is breathing properly some of the time, but occasionally breath stops or is pushed. Student is bodily aware of air and breath pressure, but is unable to demonstrate this consistently.	Student achieves expansion and release on inhale, without extraneous tension. Air moves on vocal attack and sung phrase. Student demonstrates bodily awareness of air and breath pressure.
STONE QUALITY	Student has multiple voices with breaks. Vocal consistency and freedom are not in evidence. Phonation and resonance are hit or miss.	Student's voice is functioning clearly well in some registers, but not all. Work is needed to unify voice and free resonance.	Student demonstrates vocal consistency and freedom in certain parts of range but not others. Consistent phonation and vowel are achieved most of the time. Resonance is mostly free and unplaced.	Student demonstrates vocal consistency and freedom throughout the range of the voice. Student displays understanding of phonation, vowel and resonance in all registers.

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EXPRESSION AND MUSICIANSHIP	Student performs without expression or nuance. Musical and textual choices are lacking. Just singing the notes.	Students performs with creative nuance and style less than half the time. Some expressive choices are present, but not enough to bring the piece to an overall statement or idea. Musical and textual detail is scarce.	Student performs with some creative nuance and appropriate style. Student has made a good start at making material his/her own. Musical and textual detail is present, but not all the time.	Student performs assigned repertoire with creative nuance and appropriate style. Student makes repertoire his/her own through personal interpretation based in consistent attention to musical and textual detail, and through use of dynamics, tempo, vocal color, phrasing and articulation.
CHARACTERIZATION	Student performs without any evidence of prepared characterization, intent or point of view. No intention communicated.	Student show signs of some character work, but intentions and point of view are not always clear.	Student performs with moderately prepared characterization, some clear intent and point of view. Student communicates clearly most of the time.	Student performs with thoroughly prepared characterization, clear intent and point of view. Student communicates intention clearly.

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OTHER FACTORS Accompanist Copies of Music Appearance Poise Presentation	The performance lacks adequate preparation. Two or more jury policies not followed (dress, music, copies, accompanist)	Presentation lacks polish. One jury policy not followed (dress, music, copies, accompanist)	Presentation is well prepared but with minor flaws. All jury policies adhered to (dress, music, copies, accompanist)	Presentation is polished and professional. All jury policies adhered to (dress, music, copies, accompanist)

Comments:

TOTAL SCORE

EVALUATOR SIGNATURE _____