



# PMEA ADJUDICATION

# CHORUS

## Music Performance Assessment Form

MPA Date: \_\_\_\_\_ MPA Site: \_\_\_\_\_

School: \_\_\_\_\_ Ensemble Name: \_\_\_\_\_

<b>SCORE</b>	<b>EVALUATION AREA</b>	<b>COMMENTS</b>															
<p><b>SC.= RATING with DESCRIPTORS</b></p> <table style="width:100%; border:none;"> <tr> <td style="width:10%;">9-10</td> <td style="width:10%;">I Superior</td> <td style="width:10%;">A+ Outstanding</td> </tr> <tr> <td>7-8</td> <td>II Excellent</td> <td>A Advanced</td> </tr> <tr> <td>5-6</td> <td>III Good</td> <td>B Proficient</td> </tr> <tr> <td>3-4</td> <td>IV Fair</td> <td>C Basic</td> </tr> <tr> <td>1-2</td> <td>V Unprepared</td> <td>U Below Basic</td> </tr> </table> <p>Place numerical score in this column.</p>	9-10	I Superior	A+ Outstanding	7-8	II Excellent	A Advanced	5-6	III Good	B Proficient	3-4	IV Fair	C Basic	1-2	V Unprepared	U Below Basic	<p style="text-align:center;"><b>ADDITIONAL FEEDBACK</b></p> <p>+ Area of strength; Noticeably strong within rating</p> <p><b>Blank</b> Commensurate to rating</p> <p>- Area of concern; Noticeably needing attention within rating</p>	<p>Additional space for comments on the back of this form.</p>
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<b>TOTAL SCORE</b>	<b>FINAL RATING</b>	<b>TOTAL FINAL RATING</b>															
Add the five scores above	Convert the total score to the final rating according to the table on the right.	<b>SCORE = RATING with DESCRIPTORS</b>															
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<p><b>OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating)</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="width:5%;"></td><td>Conduct/Decorum/Confidence/Approach</td></tr> <tr><td></td><td>Appearance/Facial Expression/Posture</td></tr> <tr><td></td><td>Choice of Repertoire</td></tr> <tr><td></td><td>Response to Conductor</td></tr> </table>		Conduct/Decorum/Confidence/Approach		Appearance/Facial Expression/Posture		Choice of Repertoire		Response to Conductor	<p>_____ Adjudicator Signature</p>
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PMEA ADJUDICATION

**CHORUS**

Music Performance Assessment Form - BACK

<b>EVALUATION AREA</b>	<b>ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL &amp; WRITTEN COMMENTS</b>
<b>TONE</b>	Quality; Clarity; Focus; Maturity; Projection; Use of air speed, amount and support; Control throughout range of dynamics, textures and pitches; Consistency and evenness of sonority; Resonance; Control of coloration; Blend within section and ensemble; Balance of parts overall, of parts depending on role within the texture, and of parts depending on role within the chord; Balance with accompaniment; Posture impacting tone; Appropriate use of vibrato;
<b>INTONATION</b>	Within the individual singer, section and ensemble overall; Within the melodic or individual lines; Throughout range of dynamics and pitches; Within unisons, intervals and chords; Tonality awareness; Pitch center; Adjustments and recovery;
<b>ACCURACY</b>	Notes overall and within the contexts of tonality, key changes and accidentals outside of the key; Pulse stability; Rhythm including subdivision and patterns that include rests, ties, dotted notes and syncopation; Articulation method; Melismatic Syllables; Clarity of consonants at the beginning, middle and ends of words; Vowel formation and placement consistently correct; Vowels pure and unified throughout range of pitch and dynamics; Diphthongs consistently correct and unified; Naturalness of pronunciation correct and language-appropriate; Enunciation clear, precise and stylistically appropriate
<b>TECHNIQUE</b>	Facility as the ease of execution of technical passages; Flexibility as the ease of maneuverability throughout range; Rhythms vertically aligned; Managing breath control; Ensemble cohesiveness
<b>INTERPRETATION</b>	Tempo – stability, changes, range and contrast; Dynamics – levels, changes, range and contrast; Phrasing, phrase shaping and contouring; The realization of the composer’s aesthetic intent; Syllabic and word stress enhances phrasing and meaning of the text; Style in terms of performance practice and historical context; Articulation implied by the style; Projecting mood; Communicating text; Nuance and artistic subtleties; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

<b>ADDITIONAL COMMENTS</b>	
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