



# SOLO: VOCAL

## Assessment Form

Performance #: \_\_\_\_\_ MPA Date: \_\_\_\_\_ MPA Site: \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

SCORE	EVALUATION AREA	COMMENTS
<b>SC. = RATING with DESCRIPTORS</b> 13-15 I Superior A+ Outstanding 10-12 II Excellent A Advanced 7-9 III Good B Proficient 4-6 IV Fair C Basic 1-3 V Unprepared U Below Basic	<b>KEY CRITERIA FOR ADDITIONAL FEEDBACK</b> + Area of strength; Noticeably strong within rating <b>Blank</b> Commensurate to rating - Area of concern; Noticeably needing attention within rating	Adjudicators are to use this space for specific written input focusing on areas of strength or concern.

SCORE	EVALUATION AREA	COMMENTS
	<b>TONE</b> <input type="checkbox"/> Quality/Clarity/Projection <input type="checkbox"/> Breathing <input type="checkbox"/> Control/Consistency throughout range of pitch & dynamics	Additional space is available on p.2
	<b>PITCH/INTONATION</b> <input type="checkbox"/> Note Accuracy <input type="checkbox"/> Pitch Accuracy/Consistency of Intonation throughout range of pitch & dynamics <input type="checkbox"/> Intonation within melodic line & tonality	
	<b>RHYTHM</b> <input type="checkbox"/> Pulse & Meter Stability <input type="checkbox"/> Accuracy of Rhythms & Rhythm Patterns <input type="checkbox"/> Clarity of Entrances & Releases	
	<b>TECHNIQUE</b> <input type="checkbox"/> Diction & Pronunciation <input type="checkbox"/> Facility & Flexibility throughout range <input type="checkbox"/> Control & Consistency <input type="checkbox"/> Breath Control & Management	
	<b>INTERPRETATION</b> <input type="checkbox"/> Tempo <input type="checkbox"/> Dynamics <input type="checkbox"/> Phrasing <input type="checkbox"/> Style <input type="checkbox"/> Expression/Nuance/Artistry	
<b>TOTAL</b>  Add the five scores above	<b>FINAL RATING</b>  Convert the Total Score to the Final Rating according to the table on the right.	

OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating)	Adjudicator Signature
<input type="checkbox"/> Conduct <input type="checkbox"/> Confidence/Approach <input type="checkbox"/> Appearance/Posture <input type="checkbox"/> Choice of Solo	_____

# SMALL ENSEMBLE - VOCAL

Assessment Form p.2

<b>EVALUATION AREA</b>	<b>ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL &amp; WRITTEN COMMENTS</b>
<b>TONE</b>	Focus; Maturity; Warmth; Naturalness; Characteristic timbre throughout range; Breath support as applied to tone; Consistency and evenness of sonority; Pitch center; Resonance; Control of coloration; Vibrato as an aspect of tone; Blend with accompaniment; Balance with accompaniment; Posture impacting tone; Appropriate use of vibrato
<b>PITCH/INTONATION</b>	Note accuracy overall and within the context of key and tonality, including key signatures, key changes and accidentals outside of the key; Accuracy within intervals and role within a given chord; Listening and making adjustments; Listening and making adjustments to the accompaniment; Within intervals and parts of chords; Pitch center
<b>RHYTHM</b>	Pulse stability; Weight within the given meter; Meter changes; Rhythm concerning precise length of sound and silence; Accuracy within basic and complex rhythm patterns and pattern combinations, including ties, dotted notes, syncopation and triplets; Rhythmic precision through subdivision; Melismatic Syllables; Slur clarity and precision; Rhythms vertically aligned with accompaniment
<b>TECHNIQUE</b>	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; Vibrato as an aspect of technique; Facility as the ease of execution of technical passages reflecting scope and depth of content; Flexibility as the ease of maneuverability throughout range; Clarity; Precision; Smoothness
<b>INTERPRETATION</b>	Tempo – stability, changes, range and contrast; Dynamics – levels, changes, range and contrast; Phrasing, note shaping, phrase shaping, overall linear contouring; 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; Vibrato as an aspect of expression; Projecting mood; Communicating text; Nuance and artistic subtleties; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

## ADDITIONAL COMMENTS