

Wisconsin School Music Association • District Solo & Ensemble Festival

Vocal Solo					Class
Ser#					Selection:
Site:					Transfer#:
Index:					Pg. or Mvt.:
Time:					School:
Min:					Accompanist:
Critique Only	Composer:				Adjudicator
Tone	Circle comments throughout the rubric that best describe the performance you are hearing.				
<ul style="list-style-type: none"> • Breathing • Vowels (ee, a, ah, oh, oo) 	C & B: Focused tone for this class with consistently appropriate breathing, vowel placement in all ranges and registers. A: Open, resonant, full tone in all registers and ranges. Consistently appropriate breathing and vowel placement skills.	C & B: Focused tone for this class with minor lapses in correct breathing, vowel placement skills. A: Characteristic tone most of the time. Minor breathing, vowel placement problems in outer ranges and volumes.	C & B: Unstable tone for this class in some ranges due to incorrect breathing, vowel placement skills. A: A basic tonal concept. Notable breathing, vowel placement problems in outer ranges and volumes.	C & B: Thin or forced tone for this class most of the time due to lack of breath support, incorrect vowel placement. A: Weak tone production most of the time due to incorrect breath support, vowel placement skills.	C, B, and A: A lack of understanding of how to produce the basic tone. Fundamentals of breathing, vowel placement skills need work.
<ul style="list-style-type: none"> • Breath Support • Pitch Adjustment Skills 	Accurate intonation with correct breath support in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation and breath support difficulties. Pitch adjustment skills are usually successful.	Mostly accurate intonation and breath support with some out-of-tune notes. Pitch adjustment skills are still developing.	Some sense of intonation, but with significant breath support problems. Pitch adjustment skills are not developed.	An unawareness of tuning problems. Needs development of pitch adjustment and breath support skills.
<ul style="list-style-type: none"> • Notes • Rhythms • Intervals • Pulse 	Outstanding accuracy. All notes, rhythms, intervals are performed accurately. Correct pulse throughout.	Infrequent errors. A few minor problems with stepwise intervals in technical passages. Pulse is mostly correct.	A lack of consistency in notes, rhythms, stepwise intervals, pulse in technical passages.	Numerous inaccurate notes, stepwise and large intervals, rhythmic passages. Technical passages and pulse mostly incorrect.	An unawareness of correct notes, intervals, rhythms and/or pulse.
<ul style="list-style-type: none"> • Posture • Diction • Consonants 	Consistently appropriate posture, diction. Consonants are clearly enunciated at beginnings, middle, and ends of words.	Minor errors in posture, diction, consonant enunciation at beginning, middle, and/or ends of words.	Several errors in correct posture, diction, consonant enunciation, especially during technical or melisma passages.	Incorrect posture, diction, consonant enunciation during technical and melisma passages.	A lack of understanding of correct posture, diction, consonant enunciation.
<ul style="list-style-type: none"> • Style Elements • Interpretation • Phrasing • Dynamics • Tempo 	Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	Minor lapses in dynamics, phrasing, correct tempo, style elements, interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, correct tempo, phrasing, dynamics, interpretation are often absent.	Mechanical expression most of the time. Attention to style elements, correct tempo, phrasing, dynamics, interpretation missing.	A lack of understanding of correct style elements, dynamics, interpretation, phrasing, and correct tempo.



Revised 2007