

Virginia Music Educators Association/Virginia Choral Directors Association Choral Assessment Adjudication Form

Performance Selections Composer/Arranger Grade Source
 (optional warm-up)

School: _____ 1) _____

Ensemble Name: _____ 2) _____ VA/NY/TX

Director: _____ 3) _____ VA/NY/TX

<u>Category</u>	<u>Indicators</u>	<u>Optional Piece 1/Piece 2 (+ or -) Feedback & Required Indicator-Specific Sub-Rating</u>	<u>Rating</u>
Vocal Production	-Healthy/Age-Appropriate Tone	___/___ I II III IV V	
	-Breath Support/Consistent Production	___/___ I II III IV V	
	-Body Alignment/Posture	___/___ I II III IV V	
	-Resonance/Projection	___/___ I II III IV V	
	-Timbre Matches Genre	___/___ I II III IV V	
Intonation	-Vowel Unification	___/___ I II III IV V	
	-Intonation Within/Between Sections	___/___ I II III IV V	
	-Tonality/Modality	___/___ I II III IV V	
Accuracy	-Pitch & Rhythm Accuracy	___/___ I II III IV V	
	-Adherence to Beat, Meter, & Tempo/Changes	___/___ I II III IV V	
	-Articulations/Other Markings	___/___ I II III IV V	
Ensemble	-Precision of Entrances/Releases	___/___ I II III IV V	
	-Balance Within/Between Sections	___/___ I II III IV V	
	-Blend	___/___ I II III IV V	
Diction	-Consonant Clarity	___/___ I II III IV V	
	-Syllabic Stress	___/___ I II III IV V	
	-Pronunciation of Language	___/___ I II III IV V	
Musicianship	-Dynamic Contrast	___/___ I II III IV V	
	-Stylistically-Appropriate Performance	___/___ I II III IV V	
	-Phrasing	___/___ I II III IV V	
Performance	-Stage Presence	___/___ I II III IV V	
	-Concert Etiquette	___/___ I II III IV V	
	-Mental Focus/Engagement	___/___ I II III IV V	

Comments

Adjudicator's Signature: _____

Final Rating OR Comments Only (CO)	
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(Comments may continue on second page)

Rating Standards for all Categories and Indicators: Clearly and consistently evident (**I-Superior**); Consistently evident with a few notable exceptions (**II-Excellent**); Evident at times but not consistent (**III-Good**); Seldom evident (**IV-Fair**); Not evident (**V-Poor**).

Category and Indicator Standards

Vocal Production – *The acts associated with creating vocal sound*

Healthy/Age-Appropriate Tone – *The sound produced is free, vibrant, and consistent with the age of the ensemble*

Breath Support – *The proper use of air in the production of vocal sound is evident*

Consistent Production – *The ensemble demonstrates steady vocal sound throughout a wide range of pitches and dynamics*

Body Alignment/Posture – *Singers' stance is conducive to proper vocal production*

Resonance/Projection – *The ability to fill the performance space with vocal sound using the resonant chambers of the vocal column*

Timbre Matches Genre – *The vocal tone color is appropriate for the genre of music being performed*

Intonation – *Achieving unified sound with regard to tuning and overtones*

Vowel Unification – *Vowel shape and production within the ensemble supports good intonation*

Intonation Within Sections – *All singers within individual sections are singing in tune*

Intonation Between Sections – *Each section is in tune with the other sections*

Tonality/Modality – *Ensemble adherence to the modality of the piece is evident*

Accuracy – *The exact realization of the notated music*

Pitch & Rhythm Accuracy – *The reproduction of the pitches and rhythms as written or transposed as noted by the director on the score*

Adherence to Beat, Meter, and Tempo/Changes – *Adherence to these things is consistently evident*

Articulations/Other Markings – *The reproduction of articulation and other markings is evident*

Ensemble – *The accurate and unified coordination of the performance*

Precision of Entrances/Releases – *The accurate initiation and ending of sound is evident*

Balance Within/Between Sections – *The evenness of sound produced relating to each section and the ensemble*

Blend – *The absence of individual voices coming out of the group*

Diction – *The articulation and execution of the sounds associated with understanding the words*

Consonant Clarity – *Consonants are clear and appropriate in the context of the text*

Syllabic Stress – *Individual syllables are given the proper weight in the context of the text*

Pronunciation of Language – *Language-specific vowel and consonant pronunciation nuances are observed*

Musicianship – *The observed ability of the ensemble to perform with musicality*

Dynamic Contrast – *Appropriate variation in volume is observed*

Stylistically-Appropriate Performance – *Any variations called for in specific genres or styles is evident*

Phrasing – *The use of volume and other factors to connect musical ideas*

Performance – *The non-vocal aspects of performance*

Stage Presence – *The performers' stance and facial expression on stage show the intention of the music*

Concert Etiquette – *Performers demonstrate proper common practices for choral stage performance: orderly entry/exit, no talking, no fidgeting, etc.*

Mental Focus/Engagement – *Performers are shown to be engaged with the director; music is memorized or sheet music is used with confidence*

Comments (continued):