

# Wisconsin School Music Association • District Solo & Ensemble Festival

<b>Vocal Ensemble</b>			Class
<b>Critique Only</b>	Circle comments throughout the rubric that best describe the performance you are hearing.		Adjudicator
<b>Tone</b>	<b>Intonation</b>	<b>Balance</b>	<b>Technique</b>
<b>Expression</b>	<p>Selection: Transfer#: Pg. or Mvt.: School: Accompanist:</p>		
<b>Ser#</b>	<b>Composer:</b>		
<b>Site:</b>			
<b>Index:</b>			
<b>Time:</b>			
<b>Min:</b>			

<b>Tone</b>					
<ul style="list-style-type: none"> <li>• Breathing</li> <li>• Vowels (ee, a, ah, oh, oo)</li> </ul>	<p><b>C &amp; B:</b> Focused ensemble tone for this class with consistently appropriate breathing, vowel placement in all ranges and registers.</p> <p><b>A:</b> Open, resonant, full ensemble tone in all registers and ranges. Excellent breathing, vowel placement skills.</p>	<p><b>C &amp; B:</b> Focused ensemble tone for this class with minor lapses in appropriate breathing, vowel placement skills.</p> <p><b>A:</b> Characteristic ensemble tone most of the time. Minor breathing, vowel placement problems in outer ranges, volumes.</p>	<p><b>C &amp; B:</b> Unstable ensemble tone for this class in some ranges due to incorrect breathing, vowel placement skills.</p> <p><b>A:</b> Basic ensemble tonal concept. Notable breathing, vowel placement problems in outer ranges and volumes.</p>	<p><b>C &amp; B:</b> Thin or forced ensemble tone for this class most of the time due to lack of breath support, incorrect vowel placement.</p> <p><b>A:</b> Weak ensemble tone production most of the time due incorrect breath support, vowel placement skills.</p>	<p><b>C, B, and A:</b> A lack of understanding of how to produce the basic ensemble tone. Fundamentals of breathing, vowel placement skills need work.</p>
<ul style="list-style-type: none"> <li>• Breath Support</li> <li>• Pitch Adjustment Skills</li> </ul>	<p>Accurate intonation with correct breath support in all ranges and registers. Pitch adjustments are made instantly.</p>	<p>Minimal intonation and breath support difficulties. Pitch adjustment skills are usually successful.</p>	<p>Mostly accurate intonation and breath support with some out-of-tune notes. Pitch adjustment skills are still developing.</p>	<p>Some sense of intonation, but with significant breath support problems. Pitch adjustment skills are not developed.</p>	<p>An unawareness of tuning problems. Needs development of pitch adjustment and breath support skills.</p>
<ul style="list-style-type: none"> <li>• Blend</li> <li>• Listening Skills</li> <li>• Set-up</li> </ul>	<p>Consistently excellent ensemble balance and blend. Effective listening skills are enhanced by set-up.</p>	<p>Accurate ensemble blend, balance most of the time. Minor errors in listening skills and/or set-up.</p>	<p>Dominance by one or two singers creates occasional balance, blend problems. Listening skills are still developing, and/or are compromised by set-up.</p>	<p>Significant balance, blend problems. Listening skills are not developed. Set-up inhibits balance.</p>	<p>A lack of understanding of balance, blend, listening skills, and set-up.</p>
<ul style="list-style-type: none"> <li>• Posture</li> <li>• Diction</li> <li>• Notes</li> <li>• Rhythms</li> <li>• Consonants</li> </ul>	<p>Consistently appropriate posture, diction, notes, rhythms. Consonants are clearly enunciated at beginning, middle, and end of words.</p>	<p>Minor errors in posture, diction, notes, rhythms, consonant enunciation at beginning, middle, and/or end of words.</p>	<p>Several errors in correct posture, diction, notes, rhythms, consonant enunciation, especially during technical or melisma passages.</p>	<p>Incorrect posture, diction, notes, rhythms, consonant enunciation during technical and melisma passages.</p>	<p>A lack of understanding of correct posture, diction, notes, rhythms, consonant enunciation.</p>
<ul style="list-style-type: none"> <li>• Style Elements</li> <li>• Interpretation</li> <li>• Phrasing</li> <li>• Dynamics</li> <li>• Temp</li> </ul>	<p>Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.</p>	<p>Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.</p>	<p>Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.</p>	<p>Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation are missing.</p>	<p>A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.</p>

