

Utah High School Activities Association
Large Choir Festival Adjudication Form
Music Performance Assessment Rubric



Date _____ Time _____ School Size (1A, 2A, 3A, 4A, 5A) _____ Number of Students in Ensemble _____

Name of Ensemble _____ Director _____

School _____ Festival Location _____

<u>Selection</u>	<u>Composer/Arranger</u>	<u>Publisher</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

If an adjudicator becomes aware of copyright infringement, as per UHSAA guidelines, no rating may be given.

Comments

Selection 1:

Selection 2:

Selection 3:

Signature of Adjudicator

Rating

Note: Large ensembles may qualify for State with three I's or two I's and one I-. If there are only two adjudicators for the event, two I's are required to qualify for State.

Large Choir Performance Assessment Rubric

School	Name of Ensemble	Director
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Circle the appropriate comments within the category and column, or columns, as applicable.

	Excellent		Fair		
	Superior		Good		Poor
<p>Tone Quality resonance, control clarity, focus, consistency, warmth, vowel formation</p> <p>Intonation accuracy to printed pitches</p>	<p>Open, resonant, stylistically appropriate tone in all registers and ranges. Round, well-matched vowels.</p> <p>Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.</p>	<p>Characteristically appropriate tone most of the time but lacks consistency in outer ranges. Good vowel formation.</p> <p>Minimal intonation difficulties. Pitch adjustments are usually successful.</p>	<p>A basic tonal concept but with inconsistencies throughout the entire range. Vowels fairly well formed.</p> <p>Generally accurate intonation with some out-of-tune notes/chords. Pitch adjustment skills are developing.</p>	<p>Weak or forced tonal production much of the time. Tone lacks full resonance. Vowels not well matched.</p> <p>Some sense of intonation, but pitch adjustment skills are not developed.</p>	<p>A lack of understanding of how to produce a healthy, basic tone. Unawareness of vowel matching.</p> <p>An unawareness of tuning problems. There is a need for basic pitch adjustment skills.</p>
<p>Rhythm accuracy of note and rest values, duration, pulse, steadiness, correctness of meters</p>	<p>Outstanding accuracy. Correct pulse/meter used throughout the performance.</p>	<p>Infrequent errors with a pulse that is mostly correct.</p>	<p>Occasional rhythmic errors, with a lack of consistency in pulse and/or meter.</p>	<p>Numerous inaccurate rhythms with an incorrect pulse/meter.</p>	<p>An unawareness of rhythms, meter, and pulse.</p>
<p>Balance, Blend likeness of qualities, awareness of ensemble & accompaniment</p> <p>Technique posture, breath management attacks, releases, musical and/or mechanical skill</p>	<p>Superior blend and balance achieved throughout the performance both within and between sections.</p> <p>Habitually correct posture, breathing, support, balanced attacks and releases, etc.</p>	<p>Blend and balance are achieved most of the time but is sometimes lost in more difficult passages.</p> <p>Proper vocal technique is employed, but has some minor inconsistencies.</p>	<p>Basically quality ensemble sound. Sections and/or individual voices tend to dominate the sound at times.</p> <p>Good technique is emerging, but has yet to be habituated.</p>	<p>Good ensemble sounds rarely achieved. Listening and awareness are inconsistent.</p> <p>Major inconsistencies in posture and breath management.</p>	<p>Sections or individuals detract from ensemble sonority. General listening skills not yet developed.</p> <p>Matters of proper posture, correct breathing, and support are not evident.</p>
<p>Interpretation style, phrasing, tempo, dynamics, emotional involvement</p> <p>Diction pronunciation, clarity of text</p> <p>Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, facial expression, memory, conducting</p>	<p>Highly expressive performance with appropriate style, tempo, phrasing and contrasting dynamics.</p> <p>Correct, intelligible, and expressive pronunciation for the language being performed.</p> <p>Literature chosen is appropriate for the festival and the group's skill level. Demeanor is outstanding. Songs well memorized. Conducting is clear and expressive.</p>	<p>Minor lapses in dynamics, phrasing, correct tempo, style elements, etc.</p> <p>Minor errors in pronunciation or consonant enunciation at the beginning, middle or ends of words.</p> <p>Songs memorized, but the literature choice is slightly more difficult than the group's current abilities. Excellent performance demeanor.</p>	<p>Occasionally rigid and mechanical expression. Correct tempo and dynamics, but lacks expressive elements.</p> <p>Several errors in diction and consonant enunciation. Text is clear as words, but unclear as a whole.</p> <p>Literature lacks variety and/or the difficulty level is too high or too low for the group. Some individuals' appearance or mannerisms are distracting. Beat pattern is clear, and somewhat musical.</p>	<p>Mechanical expression most of the time. Lacks in correct phrasing, tempo, dynamics, style, etc.</p> <p>Incorrect pronunciation. Lacking most consonant enunciation.</p> <p>The literature is not festival appropriate and/or is not within the group's current ability to perform. Some memory and/or deportment lapses.</p>	<p>A lack of understanding of correct style, dynamic contrast, phrasing, and tempo.</p> <p>Pronunciation is incorrect and text is unclear. Inconsistent explosive consonants and vowel shapes.</p> <p>Proper performance conduct is lacking. Students unfocused. Literature is inappropriate for festival. Major memory flaws. Conducting pattern is present, but unexpressive.</p>

Rating Table

Superior – I, Excellent – II, Good – III, Fair – IV, Poor – V, No Rating – NR
(Ratings may include + or –, with the highest rating being a (I).)