

CAB CALLOWAY HIGH SCHOOL VOCAL ASSESSMENTS

NAME: _____ GRADE: _____ VOICE PART: _____

Broadway Song: _____ **(30 points)** **Total:** _____

DICTION	Words were not pronounced clearly or at all. 0	Most words were not pronounced clearly, with some words unintelligible 1	There were places in the performance where the words were not clear 2 - 3	The majority of the words were clear and understandable 4	Enunciation was completely clear and showed an understanding of the context of the piece 5
TONE	Tone was not present or appropriate for this genre of music and showed significant technical problems. 0	Major technical problems hindered musical expression. 1	Tonal concept was underway, but needs further refinement. 2 - 3	Tone was well developed and appropriate for genre 4	Tone quality enhanced the performance and was exceptionally developed 5
INTONATION	Intonation was not present during the performance 0	Intonation created a barrier to singing the solo in tune. A few pitches were in tune. 1	There were many instances of pitch problems 2 - 3	Virtually all pitches were correct and in tune 4	The entire performance was tuned beautifully 5
RHYTHMIC ACCURACY	There was no evidence of rhythmic understanding 0	There were significant rhythm problems 1	There were several places in which the rhythms were not clear 2 - 3	Most rhythms were correct, with only a few inaccurate spots 4	Rhythms were precise. Attacks and releases were executed exactly 5
PHRASING, DYNAMICS and EXPRESSION	No use of phrasing was evident in the performance. Music choice was not appropriate. 0	The performance did not express musical ideas effectively 1	Expression was inhibited, or too subtle to convey to the listener 2 - 3	Musical expression was evident throughout with only minor flaws 4	Performance flawlessly expressed musical intent of the composer 5
PRESENTATION	There was no thought given to performance at all. Student was not prepared to present this piece 0	Performer did not look up from music at all. 1	The performer appeared subdued or timid; or had distracting movements, or looked up from music occasionally 2 - 3	Performer included appropriate expressions with good posture. 4	The presentation was such that the singer was fully engaged in the performance and was memorized. 5

Classical Song: _____ **(30 points)** **Total:** _____

DICTION	Words were not pronounced clearly or at all. 0	Most words were not pronounced clearly, with some words unintelligible 1	There were places in the performance where the words were not clear 2 - 3	The majority of the words were clear and understandable 4	Enunciation was completely clear and showed an understanding of the context of the piece 5
TONE	Tone was not present or appropriate for this genre of music and showed significant technical problems. 0	Major technical problems hindered musical expression. 1	Tonal concept was underway, but needs further refinement. 2 - 3	Tone was well developed and appropriate for genre 4	Tone quality enhanced the performance and was exceptionally developed 5
INTONATION	Intonation was not present during the performance 0	Intonation created a barrier to singing the solo in tune. A few pitches were in tune. 1	There were many instances of pitch problems 2 - 3	Virtually all pitches were correct and in tune 4	The entire performance was tuned beautifully 5
RHYTHMIC ACCURACY	There was no evidence of rhythmic understanding 0	There were significant rhythm problems 1	There were several places in which the rhythms were not clear 2 - 3	Most rhythms were correct, with only a few inaccurate spots 4	Rhythms were precise. Attacks and releases were executed exactly 5
PHRASING, DYNAMICS and EXPRESSION	No use of phrasing was evident in the performance. Music choice was not appropriate. 0	The performance did not express musical ideas effectively 1	Expression was inhibited, or too subtle to convey to the listener 2 - 3	Musical expression was evident throughout with only minor flaws 4	Performance flawlessly expressed musical intent of the composer 5
PRESENTATION	There was no thought given to performance at all. Student was not prepared to present this piece 0	Performer did not look up from music at all. 1	The performer appeared subdued or timid; or had distracting movements, or looked up from music occasionally 2 - 3	Performer included appropriate expressions with good posture. 4	The presentation was such that the singer was fully engaged in the performance and was memorized. 5

Pitch Reproduction: (10 points)**TOTAL multiplied by 2 = _____**

PITCH ACCURACY	No responses were accurate. 0	Only one or two responses were accurate 1	A few responses were accurate 2 - 3	Most of the challenging responses were accurate 4	All responses, including the most challenging, were accurate 5
-----------------------	----------------------------------	--	--	--	---

Two-part Melody: (20 points)**TOTAL multiplied by 2 = _____**

ABILITY TO LEARN PART	Could not learn the melody at all, or did not attempt at all. 0	Could not learn the melody at all, or only slightly, but attempted 1	Trouble with several pitches and rhythms in the melody 2 - 3	Most of the rhythms and pitches were accurate and learned 4	All of the pitches and rhythms were executed with precision and learned quickly 5
ABILITY TO MAINTAIN PART	Could not maintain melody at all or did not attempt 0	Could not maintain melody at all or only at the beginning with countermelody, but attempted 1	Trouble maintaining melody and rhythm during most of the song with countermelody 2 - 3	A majority of the rhythms and pitches were maintained with countermelody 4	All of the pitches and rhythms were executed precisely with countermelody 5

Sight-reading Section:(20 points)**TOTAL multiplied by 2 = _____**

MELODIC ACCURACY	No attempt was made at sight singing 0	No concept of sight-reading at all, or only slightly, but attempt was made 1	There were several pitch errors 2 - 3	There were 1 or 2 pitch errors but most were accurate 4	All pitches were correct 5
RHYTHMIC ACCURACY	No attempt was made at sight singing 0	No concept or rhythm at all, or only slightly, but attempt was made 1	There were several rhythm problems 2 - 3	There were 1 or 2 rhythm problems, but mostly accurate 4	All rhythms were correct 5

Note reading Ability:(20 points)**TOTAL multiplied by 2 = _____**

TREBLE CLEF	No attempt was made at identifying notes. 0	No concept of notation. No note recognition or very little 1	A few notes were recognizable and labeled 2 - 3	Several notes were recognizable with a few mistakes 4	All notes were recognized and labeled correctly 5
BASS CLEF	No attempt was made at identifying notes. 0	No concept of notation. No note recognition or very little 1	A few notes were recognizable and labeled 2 - 3	Several notes were recognizable with a few mistakes 4	All notes were recognized and labeled correctly 5

Grand Total score: _____/130 points**Percentage: _____**