

COLORADO MESA UNIVERSITY MUSIC DEPARTMENT

Voice Jury Evaluation

Student Name _____ Fall Spring 20____

Mark Specific Characteristics: Above Average (=); Average (v); Below Average (-)

Tone:

Diction/Language Skills:

Technique and Intonation:

Artistic Presentation:

Musicianship and Rhythm:

Colorado Mesa University Vocal Performance Rubric

Fall _____ Spring _____ 20____	Unacceptable performance	Remediation suggested	Acceptable performance	Exemplary performance
<u>Tone</u> placement, focus, warmth and freedom; consistency of sound throughout; vibrato	Basic tonal quality not present. Consistently thin, unfocused or forced. Tone production inconsistent throughout range. 1 2 3	Basic tone production developed, however inconsistent in extreme registers and dynamics. Vibrato very rudimentary. 3 4 5	Good tone most of the time. Tone production is somewhat limited by range and dynamic level. Vibrato is developed at a very basic level. 6 7 8	Open, focused and full resonant tone throughout range. Vibrato natural and consistent. 9 10
<u>Diction and Language Skills</u> accurate and appropriate vowels and consonants; appropriate word stress; correct use of diphthongs and elision; intelligibility	Vowels are inaccurate. Consonants are incorrect or unarticulated. Inappropriate diphthongs. Words not understandable. 1 2 3	Vowels generally correct but misformed. Frequent mispronunciations or misarticulations. Often unintelligible. Incorrect word stress and inflection. 3 4 5	Demonstrates understanding of articulations. Occasional mispronunciations or misarticulations. Words generally understandable. Word stress and inflection good. 6 7 8	Outstanding language skills. Superb vowel formation and consonant style. Clearly understood and is able to perform using the correct nuances of languages. 9 10
<u>Technique and Intonation</u> pitch accuracy; range; breath support; coordination; freedom of voice; proper execution of articulation; accurate intonation throughout; ability to make corrections	Articulations and pitches are mostly incorrect. Breath and resonance need rudimentary development. Dexterity is generally lacking. Significant intonation problems present. Inensitive to factors of intonation. 1 2 3	Technique of breathing, resonance, or phonation needs attention. Pitch not always centered. Performance displays intonation accuracy most of the time, but is marked by out of tune pitches. Needs significant growth and development. 3 4 5	Flexibility, pitch accuracy, range, and diction are generally good. Consistent and accurate performance with minor intonation problems. Demonstrates well-developed listening skills. Able to adjust pitch most of the time. 6 7 8	Performance reflects ease of vocal freedom due to good breath coordination and mechanical elements of singing. In tune across the registral and dynamic spectrum. Is able to make instantaneous corrections. 9 10
<u>Artistic Presentation</u> Musical shaping to communicate meaning of text and composition. Physical gestures and facial expressions. Understanding of emotional content.	Performance displays a lack of understanding of text and meaning. Physical presentation is absent or distracting. Emotion and meaning not clearly communicated. 1 2 3	Performance shows incomplete understanding of text. Emotions or attitudes not clear or mostly absent. Some evidence of physical presentation, but it does not reflect or enhance communication. 3 4 5	Good performance. Evidence of thoughtful preparation and understanding of meaning. Not always clearly communicated. Physical gestures present, but not always an aid to presentation. 6 7 8	Extremely well crafted presentation. Performance conveyed clear knowledge of text meaning and emotion. Physical presentation enhanced understanding of the text and music. 9 10
<u>Musicianship and Rhythm</u> dynamics; phrase shape; stylistic elements; musical sensitivity; use of rubato; attention to musical detail; style; rhythmic accuracy, note values, ties and rests	Performance lacks stylistic elements. Phrases lack shape and direction. Ineffective dynamics or complete absence of contrast. Rigid and/or non-musical performance displays lack of musical sensitivity. Inaccurate note values, ties, and rests. Pulse lacks steadiness. 1 2 3	Some evidence of phrase shape and direction, but style is often rigid, mechanical, or awkward. Inconsistent use of dynamics. Note values, ties, and rests somewhat accurate. Choice of tempo generally appropriate and somewhat stable. 3 4 5	Phrase shape and direction are clearly present. Effective use of dynamics. Sensitivity to musical details is reflected in the performance, but is not always successful or effective. Appropriate choice of tempi and rhythmically stable throughout performance. 6 7 8	Performance is exceptionally musical. All passages reflect shape and direction. Dynamic range is outstanding. Attention to musical detail demonstrates understanding and creativity. Stylistically appropriate. Appropriate choice of tempi and very precise rhythmically. 9 10

Comments: use back if necessary

Memorization: (0 = well memorized, -1, -2,-3, etc = degrees of less complete memorization) _____

Tone: _____

Rhythm: _____

Technique: _____

Intonation: _____

Musicianship: _____

Repertoire Level:

Lower Division

Upper Division

Selection(s): 1. _____ 2. _____

Faculty Signature: _____

Rubric _____

Memory _____

Total Points: _____

45-50=A
37-44=B
29-36=C
21-28=D
20 or below=F

Grade, if applicable _____