

## CAB CALLOWAY HIGH SCHOOL VOCAL ASSESSMENTS

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ VOICE PART: \_\_\_\_\_

**Broadway Song:** \_\_\_\_\_ **(30 points)** **Total:** \_\_\_\_\_

<b>DICTION</b>	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
<b>TONE</b>	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
<b>INTONATION</b>	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
<b>RHYTHMIC ACCURACY</b>	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
<b>PHRASING, DYNAMICS and EXPRESSION</b>	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
<b>PRESENTATION</b>	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:** \_\_\_\_\_

<b>DICTION</b>	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
<b>TONE</b>	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
<b>INTONATION</b>	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

<b>RHYTHMIC ACCURACY</b>	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
<b>PHRASING, DYNAMICS and EXPRESSION</b>	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
<b>PRESENTATION</b>	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 = \_\_\_\_\_**

<b>PITCH ACCURACY</b>	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
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**Two-part Melody: (20 points)**

**TOTAL multiplied by 2 = \_\_\_\_\_**

<b>ABILITY TO LEARN PART</b>	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
<b>ABILITY TO MAINTAIN PART</b>	Could not maintain melody at all or did not attempt 0	Could not maintain melody at all or only at the beginning with counter melody, but attempted 1	Trouble maintaining melody and rhythm during most of the song with counter melody 2 - 3	A majority of the rhythms and pitches were maintained with counter melody 4	All of the pitches and rhythms were executed precisely with counter melody 5

**Sight-reading Section:(20 points)**

**TOTAL multiplied by 2 = \_\_\_\_\_**

<b>MELODIC ACCURACY</b>	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
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<b>RHYTHMIC ACCURACY</b>	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
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**Note reading Ability:(20 points)**

**TOTAL multiplied by 2 = \_\_\_\_\_**

<b>TREBLE CLEF</b>	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
<b>BASS CLEF</b>	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

**High School Vocal Major Artist Statements: (25 points)**

**TOTAL = \_\_\_\_\_**

Question 1:

Student did not answer question.  0	Student does not show any interest in singing. Student has no knowledge about his/her craft.  1	Student expresses a slight desire to sing. Student does not display much knowledge about his/her craft.  2 - 3	Student expresses a desire to sing, and shows knowledge about his/her craft.  4	Student expresses a strong desire for the arts and great interest in learning how to hone his/her skills in this area. Student is knowledgeable about his/her craft.  5
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Question 2:

<p>Student did not answer question.</p> <p>0</p>	<p>Student does not articulate why he/she chose the 2 songs. Student's choices of songs are not appropriate genres for the audition.</p> <p>1</p>	<p>Student can express why he/she chose the songs, but may lack the correct vocabulary of musical terms to express this. Student's choices may be incorrect genre for audition.</p> <p>2 - 3</p>	<p>Student expresses clearly why he/she chose the two songs and uses some music vocabulary to defend the appropriate genre choices.</p> <p>4</p>	<p>Student explicitly expresses his/her song choices, uses correct musical vocabulary, and shows knowledge of the different genres of music. The two songs were completely appropriate for the genres.</p> <p>5</p>
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Question 3:

<p>Student did not answer question.</p> <p>0</p>	<p>Student cannot articulate favorite type of music, nor explain preferences.</p> <p>1</p>	<p>Student can somewhat articulate favorite type of music and explain preferences.</p> <p>2 - 3</p>	<p>Student articulates preferences clearly and uses some musical vocabulary to defend choices.</p> <p>4</p>	<p>Student articulates preferences very clearly and completely uses appropriate musical vocabulary to defend choices.</p> <p>5</p>
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