#### CAB CALLOWAY HIGH SCHOOL VOCAL ASSESSMENTS

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

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

Total: \_\_\_\_\_

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

Classical Song: \_\_\_\_\_

(30 points)

Total: \_\_\_\_\_

DICTION	Words were not pronounced clearly or at all.	Most words were not pronounced clearly, with some words unintelligible	There were places in the performance where the words were not clear	The majority of the words were clear and understandable	Enunciation was completely clear and showed an understanding of the context of the piece
	0	1	2 - 3	4	5
TONE	Tone was not present or appropriate for this genre of music and showed significant technical problems.	Major technical problems hindered musical expression.	Tonal concept was underway, but needs further refinement.	Tone was well developed and appropriate for genre	Tone quality enhanced the performance and was exceptionally developed
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	Performer did not look up from music at all.	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.	The presentation was such that the singer was fully engaged in the performance and was memorized.

#### **<u>Pitch Reproduction:</u>** (10 points)

# TOTAL multiplied by 2 = \_\_\_\_\_

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

#### **<u>Two-part Melody:</u>** (20 points)

# TOTAL multiplied by 2 = \_\_\_\_\_

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

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

# TOTAL multiplied by 2 = \_\_\_\_\_

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

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

### **<u>Note reading Ability:</u>**(20 points)

# TOTAL multiplied by 2 = \_\_\_\_\_

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

### High School Vocal Major Artist Statements:

(25 points)

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

Question 1:

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

Question 2:

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

Question 3:

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

# Question 4:

Student did not answer question.	Student does not show understanding of vocal music and could not give musical answers.	Student shows a slight understanding of vocal music and gives answers, but may lack proper	Student shows a good understanding of vocal music and gives appropriate, musical answers.	Student shows an excellent understanding of vocal music, uses proper terminology and gives thorough
0	1	terminology. 2 - 3	4	answers. 5

### Question 5:

Student did not	Student does not	Student shows a	Student shows a	Student shows an
answer question.	show understanding	slight	good understanding	excellent
	of vocal music and	understanding of	of vocal music and	understanding of
	could not give	vocal music and	gives appropriate,	vocal music, uses
	musical answers.	gives answers, but	musical answers.	proper terminology
		may lack proper		and gives thorough
		terminology.		answers.
0	1	2 - 3	4	5

Total score: \_\_\_\_\_/155 points

Percentage: \_\_\_\_\_