

## Scioto County Honors Music Festival

Name \_\_\_\_\_

School \_\_\_\_\_

### Vocal Scholarship Audition Rubric

	<b>Superior 4 points</b>	<b>Excellent 3 points</b>	<b>Good 2 points</b>	<b>Poor 1 point</b>	<b>Total Points</b>
<b>BREATH MANAGEMENT</b>	Singer manages his/her breath properly and supports the tone to the best of his/her ability.	Singer usually manages his/her breath properly but occasionally fails to support the tone to the end of phrases.	Singer sometimes manages his/her breath properly and occasionally supports the tone to the end of phrases.	Singer has fundamental problems managing his/her breath and fails to support the tone to the end of phrases most of the time.	
<b>RHYTHMIC INTEGRITY/ INDEPENDENCE</b>	Virtually no rhythmic errors; the singer performs all rhythms accurately. The singer is confidently collaborating with the accompanist without obviously "leaning" on the accompaniment for support and is well prepared.	The beat is secure and rhythms are mostly accurate; there are a few incorrect rhythm patterns, but the student performs confidently and rarely depends on the accompaniment.	The beat is somewhat inconsistent. Some rhythms are accurate, but there are frequent and/or repeated errors. The performance seems to be lacking careful preparation.	The beat is insecure and rhythms are inaccurate. The performance lacks solid preparation.	
<b>TONE QUALITY</b>	Tone quality is consistently free and open throughout	Tone quality is free and open through the normal range. An extreme note in the range sometimes causes the quality to be uncontrolled.	Tone quality is often free and open, but sometimes the tone is uncontrolled in the normal range. Occasionally, the tone quality detracts from the overall performance.	The tone is often not free and open, regardless of the range, significantly detracting from the overall performance.	
<b>PITCH/ INTONATION</b>	Virtually no errors. All pitches are accurately performed and in tune.	Intonation is secure and pitches are mostly accurate. There are a few incorrect pitches or minor intonation issues.	Intonation is somewhat inconsistent. Some pitches are accurate, but there are frequent/repeated errors.	Performance is consistently out of tune. Very few accurate pitches. Performance lacks solid preparation.	
<b>DICTION</b>	Student articulates the text clearly and it is easily understood; demonstrates a solid knowledge of the pronunciation rules of the text's language.	Student articulates the text somewhat clearly and most of the text is understood, but affected by occasional diction issues; student demonstrates a developing knowledge of the pronunciation rules of the text's language.	Student sometimes articulates the words, but the words of the text often lack clear beginning and ending consonant sounds and several. Student demonstrates little knowledge of the pronunciation rules of the text.	Student rarely articulates the words; the text is hardly intelligible. Student may not understand the basic rules of the text's pronunciation.	

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<b>MUSICIANSHIP</b>	Performs with creative interpretation appropriate for the selection. The performer uses dynamic contrast to effectively communicate the text. Phrasing makes musical sense and the piece is thoughtfully prepared and performed.	Performer interprets the piece somewhat appropriately, but doesn't seem to have a deep connection to the piece. The performer uses some dynamic contrast to communicate the text. Phrasing somewhat makes musical sense, but could have been more carefully performed. Minor breathing issues may have impacted phrasing.	The piece is accurately performed, but dynamic levels are inconsistent and contrast is lacking. The piece is performed with some interpretation, but is somewhat inappropriate and the student shows little connection to the piece. Phrasing is inconsistent and breathing issues may have impacted the musicality of the performance.	Attention to dynamic changes and interpretation are lacking from this performance. The performer doesn't seem to have much of a connection to the song. Phrasing lacks thoughtful consideration.	
<b>ESSAY QUALITY</b>	A – Length (500 words); No more than one spelling/grammar issue; satisfactorily fulfills requirements of the essay.	B – nearly 500 words; grammar/spelling mostly correct; fulfills most of the essay requirements.	C – 3/4 length; moderate spelling/grammar errors; addresses a few of the essay requirements.	D-F – Length 1/2 or less; many spelling/grammar errors; does not fulfill many essay requirements.	
<b>ACT</b>	28-36	23-27	18-22	Less than 18	
<b>HS GPA (4.0 SCALE)</b>	3.5-4	3.0-3.49	2.0-2.99	1.0-1.99	
<b>APPLICATION MATERIALS (4 PTS. OR 1 PT.)</b>	All materials submitted, typed and professionally presented.			All materials submitted, but sloppy and/or hand written with grammar issues.	
<b>TOTAL SCORE</b>					