

# 2010-2011 MSVMA (Pilot) District Solo & Ensemble Festival SOLO PERFORMANCE

Event Order or Time of Appearance \_\_\_\_\_ Event No. \_\_\_\_\_ Date \_\_\_\_\_

Name of Soloist \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Voice Classification \_\_\_\_\_ Director \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

## Selections:

Selection #1 \_\_\_\_\_

Required Source \_\_\_\_\_

Selection #2 \_\_\_\_\_

## INSTRUCTIONS TO JUDGES

1. The Adjudicator listens and provides written narrative feedback on the last page of this evaluation sheet.
2. On the inside pages of this evaluation sheet, the adjudicator circles the focus area descriptors that match the overall performance of each selection. There must be at least one bullet highlighted or circled for each descriptor.
3. The Adjudicator assigns a number that **best** describes the singer's performance based on the descriptors for each element.
4. The office personnel total the points and assign the appropriate rating as explained below.
5. A "Comments Only" rating is given by circling the appropriate descriptor(s) rather than listing the numbers.

**REMEMBER TO LISTEN WITH AN EAR FOR  
WHAT IS AGE AND DEVELOPMENTALLY APPROPRIATE.**

## Final Determination

<b>Superior</b>	<b>6-8 total</b>
<b>Excellent</b>	<b>9-14 total</b>
<b>Good</b>	<b>15-20 total</b>
<b>Fair</b>	<b>21-26 total</b>
<b>Poor</b>	<b>27-36 total</b>

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	<b>5</b>	<b>4</b>	<b>3</b>
<b>Tone</b>	<p><b>The Tone:</b></p> <ul style="list-style-type: none"> <li>• is forced and unsupported</li> <li>• is very tense</li> <li>• is unfocused &amp; lacks resonance</li> <li>• lacks projection</li> </ul>	<p><b>The Tone:</b></p> <ul style="list-style-type: none"> <li>• is frequently unsupported</li> <li>• is frequently tense</li> <li>• requires more focus &amp; resonance</li> <li>• frequently lacks projection</li> </ul>	<p><b>The Tone:</b></p> <ul style="list-style-type: none"> <li>• is somewhat unsupported</li> <li>• has some tension</li> <li>• is sometimes unfocused</li> <li>• has some projection</li> </ul>
<b>Breath</b>	<p><b>The Breath:</b></p> <ul style="list-style-type: none"> <li>• has no depth</li> <li>• has no support</li> <li>• lacks breath management</li> <li>• lacks correct posture</li> <li>• lacks body alignment</li> </ul>	<p><b>The Breath:</b></p> <ul style="list-style-type: none"> <li>• frequently requires more expansion</li> <li>• needs more support from the diaphragm muscle</li> <li>• lacks breath management for most phrases</li> <li>• requires posture adjustments</li> <li>• requires alignment adjustments</li> </ul>	<p><b>The Breath:</b></p> <ul style="list-style-type: none"> <li>• occasionally requires more depth &amp; expansion</li> <li>• has some unsupported air &amp; lack of energy</li> <li>• lacks breath management for some phrases</li> <li>• displays balanced posture most of the time</li> <li>• uses good body alignment most of the time</li> </ul>
<b>Musical Elements</b>	<p><b>The Musical Elements Display:</b></p> <ul style="list-style-type: none"> <li>• many pitch errors</li> <li>• many rhythmic or rest errors</li> <li>• poor intonation</li> <li>• lack of marked tempo</li> <li>• poor memorization</li> </ul>	<p><b>The Musical Elements Display:</b></p> <ul style="list-style-type: none"> <li>• frequent pitch errors</li> <li>• frequent rhythmic or rest errors</li> <li>• inconsistent intonation</li> <li>• inconsistent tempos</li> <li>• frequent memory lapses</li> </ul>	<p><b>The Musical Elements Display:</b></p> <ul style="list-style-type: none"> <li>• some pitch errors</li> <li>• few rhythmic or rest errors</li> <li>• some intonation inconsistencies</li> <li>• some tempo variance</li> <li>• a few memory lapses</li> </ul>
<b>Language Elements</b>	<p><b>The Language Elements:</b></p> <ul style="list-style-type: none"> <li>• have incorrect pronunciation</li> <li>• have incorrect vowel placement</li> <li>• have no clear consonants</li> <li>• have no syllabic stress</li> <li>• have no understanding of text</li> </ul>	<p><b>The Language Elements:</b></p> <ul style="list-style-type: none"> <li>• have frequent errors in pronunciation</li> <li>• have frequent errors in vowel placement</li> <li>• have a lack of clear consonants</li> <li>• have little syllabic stress</li> <li>• have little understanding of text</li> </ul>	<p><b>The Language Elements:</b></p> <ul style="list-style-type: none"> <li>• have some errors in pronunciation</li> <li>• have some errors in vowel placement</li> <li>• have some articulated consonants</li> <li>• have some syllabic stress</li> <li>• have some text understanding</li> </ul>
<b>Interpretation</b>	<p><b>The Interpretation Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• no use of dynamics &amp; phrasing</li> <li>• no agility &amp; expressiveness</li> <li>• no understanding of style</li> <li>• no articulations</li> <li>• no connection of vocal line</li> </ul>	<p><b>The Interpretation Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• little use of dynamics &amp; phrasing</li> <li>• little agility &amp; expressiveness</li> <li>• little understanding of style</li> <li>• little articulation</li> <li>• little connection of vocal line</li> </ul>	<p><b>The Interpretation Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• some use of dynamics &amp; phrasing</li> <li>• some agility &amp; expressiveness</li> <li>• some errors in style</li> <li>• some articulations</li> <li>• some connection of vocal line</li> </ul>
<b>Presentation</b>	<p><b>The Presentation Shows:</b></p> <ul style="list-style-type: none"> <li>• no facial expression</li> <li>• no characterization of text</li> <li>• no stage presence &amp; poise</li> <li>• unacceptable literature</li> <li>• lack of balance between soloist &amp; accompaniment</li> </ul>	<p><b>The Presentation Shows:</b></p> <ul style="list-style-type: none"> <li>• little facial expression</li> <li>• little characterization of text</li> <li>• little stage presence &amp; poise</li> <li>• inappropriate literature</li> <li>• frequent imbalance between soloist &amp; accompaniment</li> </ul>	<p><b>The Presentation Shows:</b></p> <ul style="list-style-type: none"> <li>• some facial expression</li> <li>• some characterization of text</li> <li>• some stage presence &amp; poise</li> <li>• literature which does not support the ability of the singer</li> <li>• acceptable balance between soloist &amp; accompaniment</li> </ul>

2	1	Overall Determination
<p><b>The Tone:</b></p> <ul style="list-style-type: none"> <li>• is vibrant most of the time</li> <li>• is free of tension most of the time</li> <li>• is often resonant with proper placement</li> <li>• is projected with energy most of the time</li> </ul>	<p><b>The Tone:</b></p> <ul style="list-style-type: none"> <li>• is vibrant</li> <li>• is free of tension</li> <li>• is resonant with proper vowel placement</li> <li>• is projected with energy</li> </ul>	
<p><b>The Breath:</b></p> <ul style="list-style-type: none"> <li>• has deep, low &amp; expanded intake of air most of the time</li> <li>• has proper diaphragmatic support most of the time</li> <li>• has excellent management of exhalation most of the time</li> <li>• uses balanced posture most of the time</li> <li>• is produced with excellent body alignment</li> </ul>	<p><b>The Breath:</b></p> <ul style="list-style-type: none"> <li>• is produced with a deep, low &amp; expanded intake of air</li> <li>• is produced with proper diaphragmatic support</li> <li>• is produced by exemplary management of exhalation</li> <li>• is produced with balanced posture (legs, feet, chest &amp; torso)</li> <li>• is produced with exemplary body alignment (head, chin, neck, shoulders &amp; arms)</li> </ul>	
<p><b>The Musical Elements Display:</b></p> <ul style="list-style-type: none"> <li>• accurate pitches most of the time</li> <li>• accurate note &amp; rest values most of the time</li> <li>• excellent intonation</li> <li>• consistent tempo with sense of pulse most of the time</li> <li>• excellent memorization of all musical elements</li> </ul>	<p><b>The Musical Elements Display:</b></p> <ul style="list-style-type: none"> <li>• accurate pitches</li> <li>• accurate note &amp; rest values</li> <li>• exemplary intonation</li> <li>• consistent tempo with strong sense of steady pulse</li> <li>• exemplary memorization of all musical elements</li> </ul>	
<p><b>The Language Elements:</b></p> <ul style="list-style-type: none"> <li>• have accurate pronunciation most of the time</li> <li>• display excellent use of vowel placement most of the time</li> <li>• have clear consonants most of the time</li> <li>• use excellent syllabic stress most of the time</li> <li>• show clear understanding of the text</li> </ul>	<p><b>The Language Elements:</b></p> <ul style="list-style-type: none"> <li>• are pronounced accurately in all languages</li> <li>• display exemplary use of vowel placement</li> <li>• show clearly articulated consonants</li> <li>• have exemplary use of syllabic stress</li> <li>• show exemplary understanding of the text</li> </ul>	
<p><b>The Interpretation Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• excellent use of dynamics &amp; phrasing which are appropriate to style, notation and text</li> <li>• appropriate understanding of style, tone color &amp; agility</li> <li>• excellent expressiveness</li> <li>• correct articulations (staccato, legato ornamentation, etc.)</li> <li>• an excellent connected vocal line with phrasing that creates fitting rise &amp; fall of the music notation</li> </ul>	<p><b>The Interpretation Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• exemplary dynamics which are appropriate to style, notation &amp; text</li> <li>• exemplary understanding of style, tone color &amp; agility</li> <li>• exemplary expressiveness</li> <li>• exemplary articulations (staccato, legato, ornamentation, etc.)</li> <li>• an exemplary connected vocal line with phrasing that creates fitting rise &amp; fall of the musical notation</li> </ul>	
<p><b>The Presentation Shows:</b></p> <ul style="list-style-type: none"> <li>• excellent facial expression &amp; physical engagement</li> <li>• emotional connection &amp; characterization of the text</li> <li>• proper stage presence &amp; poise</li> <li>• mostly age appropriate literature</li> <li>• excellent balance between soloist &amp; accompaniment</li> </ul>	<p><b>The Presentation Shows:</b></p> <ul style="list-style-type: none"> <li>• exemplary facial expression &amp; physical engagement</li> <li>• exemplary emotional connection &amp; characterization of the text</li> <li>• exemplary stage presence &amp; poise</li> <li>• age appropriate literature</li> <li>• exemplary balance with accompaniment</li> </ul>	

**Total**

