

9-12 Vocal Music Grading Rubric for Standard #2

Power Standard 2: The student will develop/refine proper ensemble singing skills.

Learning Target	1	2	3	4	5
2.1 Alignment Demonstrate proper body alignment..	The student needs assistance to apply the elements of choral posture.	The student can incorporate some elements of choral posture, but is not consistent.	The student stands with correct postures, but lacks energy.	The student stands with energized posture for most, but not all of the performance.	The student stands with energized posture for the entire performance.
2.2 Pitch/Rhythmic Accuracy Sing with accurate pitch (intonation) and rhythmic patterns.	Pitches and rhythms are not sung correctly. The student had 6+ errors.	Pitches and rhythms are sung with 4-5 errors.	Pitches and rhythms are sung with 2-3 errors.	Pitches and rhythms are sung with 1 error.	Pitches and rhythms are sung with no errors.
2.3 Diction Perform the elements of proper diction and nuances of a variety of languages.	The student is unable to use proper diction.	The student needs assistance to shape consonants correctly.	The student uses diction inconsistently.	The student uses proper English diction, but is inconsistent on foreign texts and/or nuance.	The student uses diction correctly and energizes consonants effectively.
2.4 Tone Sing with proper tone production by correctly managing the breath, etc..	The student cannot create quality choral tone using breath management.	The student struggles to create quality choral tone.	The student is beginning to understand the fundamentals of choral breath and tone, but is inconsistent.	The student is approaching age appropriate tone and breath management.	The student sings with age appropriate tone and manages breath correctly.
2.5 Stage Presence Demonstrate the importance of physical engagement of an audience and stage presence.	The student needs assistance to use musical and/or facial expressions.	The student uses some musical expression, but lacks facial expression.	The student uses facial expression for less than half of the performance..	The student has stage presence and facial expression for most, but not all of the performance.	The student uses appropriate facial expressions to improve the quality of their performance.

2.6 Expression Demonstrate an understanding of expressive singing, dynamics, phrasing, and text inflection.	The student does not sing with expression or dynamics.	The student student uses some expression, but lacks in 2 or more areas of expression.	The student student uses some expression, but lacks one in one area of expression.	The student uses appropriate expression to convey the meaning of the text using all areas of expression.	The student has deep understanding of text and colors the performance accordingly using all areas of expression.
2.7 Balance/Blend Monitor and adjust individual contribution to the group's balance and blend.	The student is unable to sing with quality balance/blend.	The student makes several mistakes in maintaining their vocal part.	The student is a member of the group, but lacks in their individual contribution.	The student maintains their part, but is inconsistent in their balance/blend.	The student artistically sings their part and creates a convincing ensemble with others.
2.8 Following conductor Interpret conducting gestures related to expression, phrasing, dynamics, articulation and tempo.	The student is unable to follow the conductor.	The student was distracted from the conductor during the performance or lacks in 4 areas.	The student was focused on the conductor for the performance, but lacks in 2-3 areas.	The student was focused on the conductor for the performance and sang with expression, but lacks in one area.	The student follows the conductor effectively to create a quality performance.
2.9 Sound/Silence Demonstrate an understanding of sound and silence and the role of each in an effective rehearsal or performance.	The student is unable to demonstrate appropriate sound and silence during performance.		The student enters performance space with silence, but loses their focus.		The student enriches their performance by their focus in observing sound and silence.

FOR CONCERT SCORE:

____ / 25 (On time and dressed appropriately. All or nothing)

____ / 25 (Off stage behavior appropriate for entire concert. All or nothing)

____ / 50 (Total Score from rubric + 5 points)

____ Total / 100 Points