

ENSEMBLE / STUDENT _____

DIRECTOR _____

LEVEL SCORING _____

2 <small>MANY ELEMENTARY, MS, AND JH CHOIRS, EMERGING HS, CHURCH, AND COMMUNITY CHOIRS; BEGINNING NON-AUDITIONED COLLEGIATE CHOIRS</small>	VOCAL TECHNIQUE									MUSICIANSHIP								
	Tonal Technique			Breath Technique			Artistry											
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <i>Range, Agility, Clarity, Divisi</i>	INTONATION	BREATH MANAGEMENT <i>Effort, Airflow, Efficiency, Onset</i>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO <i>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</i>	EXPRESSION & ARTISTRY <i>Style, Form, Expression</i>								
	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		
2.0 – 2.3 <i>Emerging</i>	<ul style="list-style-type: none"> Resonance develops by discovering inner resonating space, relaxed jaw, and shaping mouth. Resonant space develops (<i>lips, front / back of tongue, tall, dome, lofted, soft palate</i>). Vowel uniformity is consistent within middle register, expands with age and experience [i, e, a, o, u]. Treble voices sing mostly in head voice (<i>light mechanism, thin folds</i>). Mixing into lower register is introduced (<i>chest voice, heavy mechanism, thick folds</i>). Voices in transition sing with a relaxed airflow, light effort, and emphasize head voice as low notes appear. Singers recognize breathy, pressed, and balanced tone production. Resonance influenced by text, extremes of dynamic and range. 	<ul style="list-style-type: none"> Ensemble sound develops through vowel uniformity and matching vowel shape. Ensemble sound demonstrated in slow passages, cadences, and with vowels [i, e, a, o, u]. Ensemble sound inconsistent in rhythmic or fast-moving sections (<i>text, lack of uniform register, volume, musical elements</i>). Ensemble sound and balance affected by personnel, repertoire, register, and <i>tessitura</i>. Balance achieved by adjusting numbers of singers on each part or standing arrangements. 	<ul style="list-style-type: none"> Singing range determined by age, gender, vocal quality, and speaking voice. Range often a 6th to a 12th, expands with age and experience. Stepwise melodies, slow to moderately fast tempi, and intervals of 3rds, 4ths, 5ths sung clearly. Unison, partner songs, and simple counterpoint sung with clarity. Part independence in passages with close parallel harmonies or minor dissonance develops. Some compositions in three or four parts possible, determined by personnel, range, or composition style. Singing in non-Western classical styles introduced. 	<ul style="list-style-type: none"> Listening skills develop through listening to selves and others. Intonation consistent in middle voice with LEVEL 2 Vowels. Inconsistencies occur (<i>challenges of text, diphthongs, range, and dynamics</i>). Unison, partner songs, simple counterpoint can be sung with clarity of pitch. Individual tuning issues due register use, volume, or scooping, can be coached. Tuning homophonic passages or close harmonies is inconsistent, can be coached. Tuning with piano or other instruments introduced and develops. 	<ul style="list-style-type: none"> Good posture, and low, released muscles for inhalation develops and becomes consistent. Low, released muscles without downward pressure develops (<i>beginning of a song, major sections or phrases</i>). Balanced tone is encouraged (<i>light effort, suspension, relaxed airflow</i>). Singers recognize aspirate, glottal, and balanced onsets. Imbalanced tone may result in breathy <i>p</i>, pressed <i>f</i>, poor intonation, decreased <i>legato</i>, et al. Ability to sustain longer phrases, breathing in appropriate poetic places develops. "Stagger breathing" for sustained tones, <i>fermata</i>, is introduced. 	<ul style="list-style-type: none"> Varied dynamics from song to song develops, <i>p-f</i>. <i>Crescendo</i> and <i>decrescendo</i> develop. Varied dynamics from phrase to phrase is introduced and develops. Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels. Dynamic extremes may affect resonance and pitch (<i>p breathy, f pressed</i>). 	<ul style="list-style-type: none"> Clarity of enunciation, projection, and body awareness of articulators introduced and develops. Vowel clarity reflects LEVEL 2 Resonance and Vowels. Consonant clarity develops (<i>onset and offset of phrases, louder dynamics</i>). Consonants before the beat and internal consonants introduced. Breath plan determined by text and poetry is introduced. Non-English language texts introduced. 	<ul style="list-style-type: none"> Basic articulation develops (<i>detached / legato, heavy / light, quick / sustained</i>). Various types of accents introduced (<i>staccato, marcato</i>). <i>Legato</i> singing is introduced, often inconsistent as affected by text, dynamic, and developing LEVEL 2 Breath Management. Articulation affected by text and volume. 	<ul style="list-style-type: none"> Rhythmic clarity develops through unified diction. Inner pulse introduced. <i>Ritardando</i> and <i>Accelerando</i> are introduced. Rhythms more complex than eighth note patterns can be coached. Ensemble sings together but rushing or dragging is common. Count singing at LEVEL 1 is possible. 	<ul style="list-style-type: none"> Creating a unique style for each piece with dynamic, tempo, articulation, and text develops. Word stress / un-stress is introduced. General mood of poetry is understood, demonstrated by varied musical elements. Form demonstrated by contrasting musical elements in each piece is introduced (<i>verses, phrases, sections, emphasis of "climactic moment"</i>). Singers demonstrate facial expression and / or appropriate body movement, especially when coached. 								
2.4 – 2.6 <i>At Grade Level</i>																		
2.7 – 2.9 <i>Mastery</i>																		
	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____		

3 <small>ADVANCED MS, JH CHOIRS, SOME AVERAGE HS, CHURCH, COMMUNITY AND NON-AUDITIONED COLLEGIATE CHOIRS</small>	VOCAL TECHNIQUE									MUSICIANSHIP								
	Tonal Technique			Breath Technique			Artistry											
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <i>Range, Agility, Clarity, Divisi</i>	INTONATION	BREATH MANAGEMENT <i>Effort, Airflow, Efficiency, Onset</i>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO <i>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</i>	EXPRESSION & ARTISTRY <i>Style, Form, Expression</i>								
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3.0 – 3.3 <i>Emerging</i>	<ul style="list-style-type: none"> Resonant spaces develop consistency (<i>lips, front / back of tongue, tall, dome, lofted, soft palate</i>). As inner resonating spaces develop, jaw becomes relaxed and neutral in mid-voice. Opening of resonating spaces in extended ranges through vowel modification, relaxed and flexible jaw, introduced and develop. Consistent vowel uniformity, space, and color with basic vowels [i, e, a, o, u]. Resonance consistent throughout middle voice, extended ranges varied due to age and development, S/A voices A3–G5, T/B voices G2–G4. S/A develop mixed registration, T/B develop floating upper voice and focused lower voice. Singers can demonstrate breathy, pressed, and balanced tone production. Resonance affected by extended dynamics and register, text challenges such as diphthongs, and foreign languages. 	<ul style="list-style-type: none"> Ensemble sound develops through uniform application of LEVEL 3 Resonance and Vowels. Ensemble sound develops consistency throughout middle voice, regardless of musical demands. Individuals may be heard (<i>developing voices, range, vibrato, voices in transition</i>). Balance affected by personnel, repertoire, extended dynamics, and register. Balance achieved by adjusting numbers of singers on each part or standing arrangements. Stylistic and repertoire-based balance variation is sometimes desired and introduced. 	<ul style="list-style-type: none"> Singers work to extend range and address age-related vocal changes. Singers demonstrate greater range and agility during vocales than in sustained <i>tessituras</i>. Melodies containing intervals of 3rds, 4ths, and 5ths sung clearly at most <i>tempo</i>. Most intervals can be sung clearly at a moderate tempo when coached. Compositions in two to four parts common, greater <i>divisi</i> possible, determined by personnel. Singing with close harmony and dissonance develops. Singing in non-Western classical styles develops. 	<ul style="list-style-type: none"> Listening skills emphasize listening to selves, others, and internal audiation. Tuning demonstrated in all ranges with coaching. Inconsistencies occur (<i>challenges of text, diphthongs, tessitura, and dynamics</i>). Tuning within sections is consistent, sections work to tune with others, most often at cadences. Tuning in homophonic sonorities, dissonances, basic modulations, fast moving passages, and counterpoint develops. Choir tunes well with the piano. <i>A cappella</i> singing develops. 	<ul style="list-style-type: none"> Buoyant, expansive breath posture, maintained from inhalation through phrase, is introduced. Low, released breath at beginning of songs, and balanced onset of individual phrases develops. Singers can demonstrate aspirate, glottal, and balanced onsets. Efficiency of breath effort is introduced (<i>wide, buoyant intercostal engagement, efficient abdominal effort without downward pressure, efficient air flow</i>). Balanced breath effort consistent <i>mp-mf</i>, while <i>p, f</i> develops. Balanced onsets may be inconsistent and affect airflow (<i>inappropriate effort for crescendo, dynamic or range extremes</i>). Low, expansive breaths during quick, "catch breaths," introduced. Intentional shaping of the vocal tract during breath is introduced ("breathing through the vowel," <i>inner resonating spaces</i>). 	<ul style="list-style-type: none"> Expression through dynamic shaping develops. Dynamics from <i>mp-mf</i> consistent with LEVEL 3 Breath Management and Resonance. <i>Crescendo</i> and <i>decrescendo</i> within each phrase, "rise and fall," develops. Balanced tone in extended dynamics, or dynamic changes, develops. Breathy <i>piano</i> and pressed <i>forte</i> replaced as balanced breath effort develops. Dynamic levels affected by <i>tessitura</i> (<i>higher passages sung louder, lower tones softer, individuals may be heard</i>). 	<ul style="list-style-type: none"> Expressive and clear enunciation develops. Initial onset, and final offset consonants consistently clear. Vowel clarity reflects LEVEL 3 Vowels, diphthongs and new languages can be coached. Clarity of diction in extended ranges and dynamics develops. Consonants before the beat and internal consonants develop. Poetic and <i>agogic</i> accent introduced and develops. (word and syllabic stress / un-stress, weight, length) Latin and at least one other language introduced. 	<ul style="list-style-type: none"> Range of articulations develops (<i>crescendo on dotted or tied notes, fp, sfz, fermata, clarity of faster moving passages</i>). Articulation reflecting LEVEL 3 Breath Management is introduced and develops. <i>Legato</i> develops (<i>forward motion, sustained, balanced tone, eliding consonants, most successful at louder dynamics and when efficient breath effort occurs</i>). Consistent, balanced tone develops during articulations 	<ul style="list-style-type: none"> Counting together and inner pulse develops, results in precision. <i>Accelerando</i> and <i>ritardando</i> performed with accuracy, tempo changes can affect LEVEL 3 balance of tone or breath effort. More challenging rhythms are introduced (<i>dotted notes, triplets, mixed meter, multi-cultural rhythms</i>). Rhythmic inconsistencies can occur (<i>clarity, rushing or dragging caused by dynamic, tempo or imbalanced breath effort</i>). Breathing rhythmically for precise onsets introduced. Count singing at LEVEL 2 is possible. 	<ul style="list-style-type: none"> Expression and style results from specific attention to composer's markings. Poetic and <i>agogic</i> accent introduced to creating poetic meaning (<i>word and syllabic stress / un-stress, weight, length</i>). General meaning of poetry is understood, communicated through dynamic and poetic shape. Form explored, formal elements lead to a "climactic point" in each piece. Extra-musical means of expression develops (<i>movement, facial engagement, "choralography," standing arrangements, narration</i>). 								
3.4 – 3.6 <i>At Level</i>																		
3.7 – 3.9 <i>Readiness to Advance</i>																		
	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____	EMERGING INTO NEXT LEVEL, EST. SCORE: _____		