

ENSEMBLE / STUDENT _____

DIRECTOR _____

LEVEL SCORING _____

1 <small>ENTRY-LEVEL CHOIRS OF ALL AGES</small>	VOCAL TECHNIQUE									MUSICIANSHIP		
	Tonal Technique			Breath Technique			Artistry			RHYTHM & TEMPO <small>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</small>	EXPRESSION & ARTISTRY <small>Style, Form, Expression</small>	
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <small>Range, Agility, Clarity, Divisi</small>	INTONATION	BREATH MANAGEMENT <small>Effort, Airflow, Efficiency, Onset</small>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO	EXPRESSION & ARTISTRY		
	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: _____		
1.0 – 1.3 <i>Emerging</i>	<ul style="list-style-type: none"> Shaping vowels with appropriate space, basic vowel uniformity is introduced. Resonance introduced as "tall" vowels, opening up inner resonating spaces. Body awareness of jaw, lips, tongue, soft palate introduced and develops. 	<ul style="list-style-type: none"> Ensemble sound develops through vowel uniformity and "matching vowel." Ensemble sound is most successful with [u, o, i]. Ensemble sound occurs most easily when all singers sing in light mechanism. 	<ul style="list-style-type: none"> Singing range determined by age, gender, vocal quality, and speaking voice, often a 6th to a 10th in all voice parts. Stepwise and pentatonic melodies and simple intervals sung clearly at a moderate tempo. 	<ul style="list-style-type: none"> Clear intonation in unison singing develops. Listening skills develop through understanding how vowel uniformity affects pitch. Singers recognize good intonation with pentatonic and simple melodies. 	<ul style="list-style-type: none"> Good posture with low, released muscles for breathing is introduced and develops. Breathing together and energizing the voice are introduced and develop. Expansive, low breath is reinforced, as clavicular breathing is common. Singers demonstrate consistent breath effort most often in short, loud passages. Breathing in appropriate places is introduced (<i>punctuation, ends of words or phrases</i>). 	<ul style="list-style-type: none"> Singing with contrasting dynamics is introduced and develops. <i>Forte</i> and <i>piano</i> introduced and develop, contrasting dynamics between sections within a song is introduced. <i>Crescendo</i> and <i>decrescendo</i> introduced and develop. Maintaining ensemble sound in contrasting dynamics is introduced. Inconsistencies in resonance often occur during changes of dynamic. 	<ul style="list-style-type: none"> Pronouncing words together is introduced and develops. Vowel clarity reflects singers' body awareness of LEVEL 1 Resonance and Vowels. Consonant clarity varies by age, body awareness, or primary language. Enunciating consonants at onset and offset of phrases at louder dynamics develops. Internal consonants often lack clarity. 	<ul style="list-style-type: none"> Contrasting articulation with text and effort is introduced and develops. Quick and sustained, heavy and light articulation is introduced. Clarity of articulation can be inconsistent as result of text and volume. 	<ul style="list-style-type: none"> Singing rhythmically together is introduced and develops. Demonstrates physical sense of pulse when coached. Simple rhythms can be sung accurately, syncopation and simple multi-cultural rhythms can be coached. Rhythmic inconsistencies common, precision is affected by age, body awareness, dynamics, diction, and articulation. Basic count singing is introduced. 	<ul style="list-style-type: none"> Singing with energy, body involvement, and facial expression to convey mood introduced and develops. Expression varies by age, body awareness, energy, and confidence. Expressing the mood of a song with general changes of dynamic and articulation as determined by text is introduced and develops. Form is demonstrated by contrasting formal elements with dynamics and articulation (<i>verses, refrains, and major sections</i>). Body movements help singers connect physicality to the mood and sound desired. 		
1.4 – 1.6 <i>At Grade Level</i>	<ul style="list-style-type: none"> Resonance is most easily developed with [u, o, i]. Chest and head resonance is introduced (<i>light / heavy mechanism, thick / thin folds</i>). 	<ul style="list-style-type: none"> Ensemble sound inconsistent due heavy mechanism singing or difficult vowels [e, æ, etc.]. 	<ul style="list-style-type: none"> Challenging passages can be coached (<i>slower, faster, challenging intervals</i>). Unison, simple counterpoint introduced and develops clarity (<i>partner songs, canons</i>). Close parallel harmonies and minor dissonance can be inconsistent. 	<ul style="list-style-type: none"> Common pitch issues due to inconsistent vowels, register, or scooping, can be coached. 	<ul style="list-style-type: none"> Singers demonstrate consistent breath effort most often in short, loud passages. Maintaining ensemble sound in contrasting dynamics is introduced. 	<ul style="list-style-type: none"> Consonant clarity varies by age, body awareness, or primary language. Enunciating consonants at onset and offset of phrases at louder dynamics develops. 	<ul style="list-style-type: none"> Clarity of articulation can be inconsistent as result of text and volume. 	<ul style="list-style-type: none"> Simple rhythms can be sung accurately, syncopation and simple multi-cultural rhythms can be coached. Rhythmic inconsistencies common, precision is affected by age, body awareness, dynamics, diction, and articulation. 	<ul style="list-style-type: none"> Expressing the mood of a song with general changes of dynamic and articulation as determined by text is introduced and develops. Form is demonstrated by contrasting formal elements with dynamics and articulation (<i>verses, refrains, and major sections</i>). 			
1.7 – 1.9 <i>Mastery</i>	<ul style="list-style-type: none"> Singing in head voice is favored, chest voice is relaxed. Ensemble sound inconsistent (<i>inappropriate register or space, difficult vowels [e, æ, etc.]</i>). 	<ul style="list-style-type: none"> Ensemble sound inconsistent due heavy mechanism singing or difficult vowels [e, æ, etc.]. 	<ul style="list-style-type: none"> Challenging passages can be coached (<i>slower, faster, challenging intervals</i>). Unison, simple counterpoint introduced and develops clarity (<i>partner songs, canons</i>). Close parallel harmonies and minor dissonance can be inconsistent. 	<ul style="list-style-type: none"> Common pitch issues due to inconsistent vowels, register, or scooping, can be coached. 	<ul style="list-style-type: none"> Singers demonstrate consistent breath effort most often in short, loud passages. Maintaining ensemble sound in contrasting dynamics is introduced. 	<ul style="list-style-type: none"> Consonant clarity varies by age, body awareness, or primary language. Enunciating consonants at onset and offset of phrases at louder dynamics develops. 	<ul style="list-style-type: none"> Clarity of articulation can be inconsistent as result of text and volume. 	<ul style="list-style-type: none"> Simple rhythms can be sung accurately, syncopation and simple multi-cultural rhythms can be coached. Rhythmic inconsistencies common, precision is affected by age, body awareness, dynamics, diction, and articulation. 	<ul style="list-style-type: none"> Expressing the mood of a song with general changes of dynamic and articulation as determined by text is introduced and develops. Form is demonstrated by contrasting formal elements with dynamics and articulation (<i>verses, refrains, and major sections</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: _____		

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			RHYTHM & TEMPO <small>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</small>	EXPRESSION & ARTISTRY <small>Style, Form, Expression</small>	
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <small>Range, Agility, Clarity, Divisi</small>	INTONATION	BREATH MANAGEMENT <small>Effort, Airflow, Efficiency, Onset</small>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO	EXPRESSION & ARTISTRY		
	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]. 	<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>). 	<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. 	<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>). 	<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. "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>	<ul style="list-style-type: none"> 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 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"> 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"> 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"> Singers demonstrate consistent breath effort most often in short, loud passages. Maintaining ensemble sound in contrasting dynamics is introduced. 	<ul style="list-style-type: none"> Dynamic extremes may affect resonance and pitch (<i>p breathy, f pressed</i>). 	<ul style="list-style-type: none"> 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"> Ensemble sings together but rushing or dragging is common. Count singing at LEVEL 1 is possible. 	<ul style="list-style-type: none"> 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. 			
2.7 – 2.9 <i>Mastery</i>	<ul style="list-style-type: none"> 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 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"> 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"> 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"> Singers demonstrate consistent breath effort most often in short, loud passages. Maintaining ensemble sound in contrasting dynamics is introduced. 	<ul style="list-style-type: none"> Dynamic extremes may affect resonance and pitch (<i>p breathy, f pressed</i>). 	<ul style="list-style-type: none"> 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"> Ensemble sings together but rushing or dragging is common. Count singing at LEVEL 1 is possible. 	<ul style="list-style-type: none"> 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. 			
	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: _____		