



District HS

Solo & Ensemble Festival

SOLO PERFORMANCE



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 sight reading of each requirement. 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.***

<p style="text-align: center;">Tonal Beauty</p>	<p>The Tone:</p> <ul style="list-style-type: none"> • is forced and/or unsupported • is very tense • is unfocused & lacks resonance • lacks projection • has incorrect vowel placement 	<p>The Tone:</p> <ul style="list-style-type: none"> • is frequently forced and/or unsupported • is frequently tense • requires more focus & resonance • frequently lacks projection • has frequent errors in vowel placement 	<p>The Tone:</p> <ul style="list-style-type: none"> • is somewhat forced and/or unsupported • has some tension • is sometimes unfocused • has some projection • has some errors in vowel placement
<p style="text-align: center;">Breath</p>	<p>The Breath:</p> <ul style="list-style-type: none"> • has no depth or expansion • has no abdominal support • lacks breath management • lacks balanced posture • lacks body alignment 	<p>The Breath:</p> <ul style="list-style-type: none"> • frequently requires more expansion • needs more abdominal support • lacks breath management for most phrases • frequently requires posture adjustments • frequently requires body alignment adjustments 	<p>The Breath:</p> <ul style="list-style-type: none"> • occasionally requires more depth & expansion • has some unsupported air & lack of energy • lacks breath management for some phrases • is produced with balanced posture (legs, feet, chest & torso) some of the time • is produced with good body alignment most of the time (head, chin, neck, shoulders & arms)
<p style="text-align: center;">Musical Elements</p>	<p>The Performance of the Musical Elements Displays:</p> <ul style="list-style-type: none"> • many pitch errors • many rhythmic or rest errors • poor intonation • compromised tempo and pulse • poor memorization of text and musical elements 	<p>The Performance of the Musical Elements Displays:</p> <ul style="list-style-type: none"> • frequent pitch errors • frequent rhythmic or rest errors • inconsistent intonation • inconsistent tempos and pulse • frequent memory lapses of text and musical elements 	<p>The Performance of the Musical Elements Displays:</p> <ul style="list-style-type: none"> • accurate pitches some of the time • accurate note and rest values some of the time • some intonation inconsistencies • consistent tempo with a sense of pulse some of the time • a few memory lapses of text and/or musical elements
<p style="text-align: center;">Language Elements</p>	<p>The Performance of the Language Elements Shows:</p> <ul style="list-style-type: none"> • incorrect pronunciation • no clear consonants • no syllabic stress • no understanding of text • no observance of diphthongs 	<p>The Performance of the Language Elements Shows:</p> <ul style="list-style-type: none"> • frequent errors in pronunciation • a lack of clear consonants • little syllabic stress • little understanding of text • Incorrectly sung diphthongs 	<p>The Performance of the Language Elements Shows:</p> <ul style="list-style-type: none"> • some errors in pronunciation • some articulated consonants • some syllabic stress • some text understanding • inconsistently sung diphthongs
<p style="text-align: center;">Interpretation</p>	<p>The Interpretation Demonstrates:</p> <ul style="list-style-type: none"> • no use of dynamics & phrasing • no expressiveness • no understanding of style • no articulations • no connection of vocal line 	<p>The Interpretation Demonstrates:</p> <ul style="list-style-type: none"> • little use of dynamics & phrasing • little expressiveness • little understanding of style • little articulation • little connection of vocal line 	<p>The Interpretation Demonstrates:</p> <ul style="list-style-type: none"> • some use of dynamics & phrasing • some expressiveness • some errors in style • some articulations • some connection of vocal line
<p style="text-align: center;">Presentation</p>	<p>The Presentation Elements Show:</p> <ul style="list-style-type: none"> • no facial expression • no emotional connection or characterization of text • no stage presence & poise • inappropriate literature • lack of balance between soloist & accompaniment 	<p>The Presentation Elements Show:</p> <ul style="list-style-type: none"> • little facial expression • little emotional connection and characterization of text • little stage presence & poise • literature that does not support the ability of the singer • frequent imbalance between soloist & accompaniment 	<p>The Presentation Elements Show:</p> <ul style="list-style-type: none"> • some facial expression • some characterization of text • some stage presence & poise • some of the literature is appropriate and supports the ability of the singer • good balance between soloist & accompaniment

4	5	Overall Determination
<p>The Tone:</p> <ul style="list-style-type: none"> • is vibrant most of the time • is free of tension most of the time • is often resonant with proper placement • is projected with energy most of the time • displays excellent vowel placement most of the time 	<p>The Tone:</p> <ul style="list-style-type: none"> • is vibrant • is free of tension • is resonant with proper placement • is projected with energy • displays exemplary vowel placement 	
<p>The Breath:</p> <ul style="list-style-type: none"> • is produced with a deep, low & expanded intake of air most of the time • is produced with proper abdominal support most of the time • is produced with excellent management of exhalation most of the time • is produced with balanced posture (legs, feet, chest & torso) most of the time • is produced with excellent body alignment (head, chin, neck, shoulders & arms) 	<p>The Breath:</p> <ul style="list-style-type: none"> • is produced with a deep, low & expanded intake of air • is produced with proper abdominal support • is produced by exemplary management of exhalation • is produced with balanced posture (legs, feet, chest & torso) • is produced with exemplary body alignment (head, chin, neck, shoulders & arms) 	
<p>The Performance of the Musical Elements Displays:</p> <ul style="list-style-type: none"> • accurate pitches most of the time • accurate note & rest values most of the time • excellent intonation • consistent tempo with a sense of pulse most of the time • excellent memorization of text and all musical elements 	<p>The Performance of the Musical Elements Displays:</p> <ul style="list-style-type: none"> • accurate pitches • accurate note & rest values • exemplary intonation • consistent tempo with a solid sense of steady pulse • exemplary memorization of text and all musical elements 	
<p>The Performance of the Language Elements Shows:</p> <ul style="list-style-type: none"> • accurate pronunciation most of the time • clear consonants most of the time • an excellent use of syllabic stress most of the time • a clear understanding of the text • correctly sung diphthongs most of the time 	<p>The Performance of the Language Elements Shows:</p> <ul style="list-style-type: none"> • accurate pronunciation in all languages • clearly articulated consonants • exemplary use of syllabic stress • exemplary understanding of the text • correctly sung diphthongs all of the time 	
<p>The Interpretation Demonstrates:</p> <ul style="list-style-type: none"> • excellent use of dynamics & phrasing which are appropriate to style, notation and text • excellent expressiveness • appropriate understanding of style and tone color • correct articulations (staccato, legato ornamentation, etc.) • an excellent connected vocal line with phrasing that creates fitting rise & fall of the music notation 	<p>The Interpretation Demonstrates:</p> <ul style="list-style-type: none"> • exemplary use of dynamics and phrasing which are appropriate to style, notation & text • exemplary expressiveness • exemplary understanding of style and tone color • exemplary articulations (staccato, legato, ornamentation, etc.) • an exemplary connected vocal line with phrasing that creates fitting rise & fall of the musical notation 	
<p>The Presentation Elements Show:</p> <ul style="list-style-type: none"> • excellent facial expression & physical engagement • excellent emotional connection & characterization of the text • excellent stage presence & poise • age appropriate literature • excellent balance between soloist & accompaniment 	<p>The Presentation Elements Show:</p> <ul style="list-style-type: none"> • exemplary facial expression & physical engagement • exemplary emotional connection & characterization of the text • exemplary stage presence & poise • varied and age appropriate literature • exemplary balance between soloist and accompaniment 	

