

SOLO PERFORMANCE RUBRIC
(ADAPTED FROM THE MSVMA SOLO AND ENSEMBLE FESTIVAL RUBRIC)

	1 needs support	2 emerging	3 developing	4 proficient	5 advanced	OVERALL DETERMINATION
TONE	The Tone: ~is forced and unsupported ~is very tense ~is unfocused & lacks resonance ~lacks projection	The Tone: ~is frequently unsupported ~is frequently tense ~requires more focus & resonance ~frequently lacks projection	The Tone: ~is somewhat unsupported ~has some tension ~is sometimes unfocused ~has some projection	The Tone: ~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	The Tone: ~is vibrant ~is free of tension ~is resonant with proper vowel placement ~is projected with energy	
BREATH	The Breath: ~has no depth ~has no support ~lacks breath management ~lacks correct posture ~lacks body alignment	The Breath: ~frequently requires more expansion ~needs more support from the diaphragm muscle ~lacks breath management for most phrases ~requires posture adjustments ~requires alignment adjustments	The Breath: ~occasionally requires more depth & expansion ~has some unsupported air and lack of energy ~lacks breath management for some phrases ~displays balanced posture most of the time ~uses good body alignment most of the time	The Breath: ~has deep, low & expanded intake of air most of the time ~has proper diaphragmatic support most of the time ~has excellent management of exhalation most of the time ~uses balanced posture most of the time ~is produced with excellent body alignment	The Breath: ~is produced with a deep, low & expanded intake of air ~is produced with proper diaphragmatic 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)	
MUSICAL ELEMENTS	The Musical Elements Display: ~many pitch errors ~many rhythmic or rest errors ~poor intonation ~lack of marked tempo ~poor memorization	The Musical Elements Display: ~frequent pitch errors ~frequent rhythmic or rest errors ~inconsistent intonation ~inconsistent tempos ~frequent memory lapses	The Musical Elements Display: ~some pitch errors ~few rhythmic or rest errors ~some intonation inconsistencies ~some tempo variance ~a few memory lapses	The Musical Elements Display: ~accurate pitches most of the time ~accurate note & rest values most of the time ~excellent intonation ~consistent tempo with sense of pulse most of the time ~excellent memorization of all musical elements	The Musical Elements Display: ~accurate pitches ~accurate note & rest values ~exemplary intonation ~consistent tempo with strong sense of pulse ~exemplary memorization of all musical elements	
LANGUAGE ELEMENTS	The Language Elements: ~have incorrect pronunciation ~have incorrect vowel placement ~have no clear consonants ~have no syllabic stress ~have no understanding of text	The Language Elements: ~have frequent errors in pronunciation ~have frequent errors vowel placement ~have a lack of clear consonants ~have little syllabic stress ~have little understanding of text	The Language Elements: ~have some errors in pronunciation ~have some errors vowel placement ~have some articulated consonants ~have some syllabic stress ~have some text understanding	The Language Elements: ~have accurate pronunciation most of the time ~display excellent use of vowel placement most of the time ~have clear consonants ~use excellent syllabic stress most of the time ~show clear understanding of the text	The Language Elements: ~are pronounced accurately in all languages ~display exemplary use of vowel placement ~show clearly articulated consonants ~have exemplary use of syllabic stress ~show exemplary understanding of the text	
INTERPRETATION	The Interpretation Demonstrates: ~no use of dynamics & phrasing ~no agility & expressiveness ~no understanding of style ~no articulations ~no connection of vocal line	The Interpretation Demonstrates: ~little use of dynamics & phrasing ~little agility & expressiveness ~little understanding of style ~little articulation ~little connection of vocal line	The Interpretation Demonstrates: ~some use of dynamics & phrasing ~some agility & expressiveness ~some errors in style ~some articulations ~some connection of vocal line	The Interpretation Demonstrates: ~excellent use of dynamics & phrasing which are appropriate to style, notation and text ~appropriate understanding of style, tone color & agility ~excellent expressiveness ~correct articulations (staccato, legato ornamentation, etc.) ~an excellent connected vocal line with phrasing that creates fitting rise & fall of the music notation	The Interpretation Demonstrates: ~exemplary dynamics which are appropriate to style, notation and text ~exemplary understanding of style, tone color & agility ~exemplary expressiveness ~exemplary articulations (staccato, legato ornamentation, etc.) ~an exemplary connected vocal line with phrasing that creates fitting rise & fall of the music notation	
PRESENTATION	The Presentation Shows: ~no facial expression ~no characterization of text ~no stage presence & poise ~unacceptable literature ~lack of balance between soloist & accompaniment	The Presentation Shows: ~little facial expression ~little characterization of text ~little stage presence & poise ~inappropriate literature ~frequent imbalance between soloist & accompaniment	The Presentation Shows: ~some facial expression ~some characterization of text ~some stage presence & poise ~literature which does not support the ability of the singer ~acceptable balance between soloist & accompaniment	The Presentation Shows: ~excellent facial expression & physical engagement ~emotional connection & characterization of the text ~proper stage presence & poise ~mostly age appropriate literature ~acceptable balance between soloist & accompaniment	The Presentation Shows: ~exemplary facial expression & physical engagement ~exemplary emotional connection & characterization of the text ~exemplary stage presence & poise ~age appropriate literature ~exemplary balance with accompaniment	

TOTAL

STUDENT NAME _____ DATE OF EVALUATION _____