

La Crosse Area Lutheran Schools - Science & Fine Arts
Vocal Duet/Ensemble - 2 or more parts

Name(s) _____

I certify that the above named student is prepared for the festival and understands this form.

Parent Signature: _____

Teacher Signature: _____

Title: _____
WSMA #: _____
School: _____
Grade: 5 6 7 8
Accompanist: _____

Composer: _____

Adjudicator

Award Divisions	I* (A only) 5 - 8	I 9 - 11 5 - 11	II 12 - 22	III 23 - 33	IV 34 - 44	V 45 - 50
• Class A • Class B & C						

Tone	1 2	3 4	5 6	7 8	9 10
<ul style="list-style-type: none"> Breathing Vowels (ee, a, ah, oh, oo) 	C & B: Focused ensemble tone for this class with consistently appropriate breathing, vowel placement in all ranges and registers. A: Open, resonant, full ensemble tone in all registers and ranges. Excellent breathing, vowel placement skills.	C & B: Focused ensemble tone for this class with minor lapses in appropriate breathing, vowel placement skills. A: Characteristic ensemble tone most of the time. Minor breathing, vowel placement problems in outer ranges, volumes.	C & B: Unstable ensemble tone for this class in some ranges due to incorrect breathing, vowel placement skills. A: A basic ensemble tonal concept. Notable breathing, vowel placement problems in outer ranges and volumes.	C & B: Thin or forced ensemble tone for this class most of the time due to lack of breath support, incorrect vowel placement. A: Weak ensemble tone production most of the time due incorrect breath support, vowel placement skills.	C, B, and A: A lack of understanding of how to produce the basic ensemble tone. Fundamentals of breathing, vowel placement skills need work.

Intonation	1 2	3 4	5 6	7 8	9 10
<ul style="list-style-type: none"> Breath Support Pitch Adjustment Skills 	Accurate intonation with correct breath support in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation and breath support difficulties. Pitch adjustment skills are usually successful.	Mostly accurate intonation and breath support with some out-of-tune notes. Pitch adjustment skills are still developing.	Some sense of intonation, but with significant breath support problems. Pitch adjustment skills are not developed.	An unawareness of tuning problems. Needs development of pitch adjustment and breath support skills.

Balance	1 2	3 4	5 6	7 8	9 10
<ul style="list-style-type: none"> Blend Listening Skills Set-up 	Consistently excellent ensemble balance and blend. Effective listening skills are enhanced by set-up.	Accurate ensemble blend, balance most of the time. Minor errors in listening skills and/or set-up.	Dominance by one or two singers creates occasional balance, blend problems. Listening skills are still developing, and/or are compromised by set-up.	Significant balance, blend problems. Listening skills are not developed. Set-up inhibits balance.	A lack of understanding of balance, blend, listening skills, and set-up.

Technique	1 2	3 4	5 6	7 8	9 10
<ul style="list-style-type: none"> Posture Diction Notes Rhythms Consonants 	Consistently appropriate posture, diction, notes, rhythms. Consonants are clearly enunciated at beginning, middle, and end of words.	Minor errors in posture, diction, notes, rhythms, consonant enunciation at beginning, middle, and/or end of words.	Several errors in correct posture, diction, notes, rhythms, consonant enunciation, especially in technical or melisma passages.	Incorrect posture, diction, notes, rhythms, consonant enunciation during technical and melisma passages.	A lack of understanding of correct posture, diction, notes, rhythms, consonant enunciation.

Expression	1 2	3 4	5 6	7 8	9 10
<ul style="list-style-type: none"> Style Elements Interpretation Phrasing Dynamics Tempo 	Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.	Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation are missing.	A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.



_____ **TOTAL POINTS**

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