

La Crosse Area Lutheran Schools - Science & Fine Arts

Vocal Solo/Unison Ensemble

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: _____

Award Divisions • Class A • Class B & C	I*	I	II	III	IV	V	Adjudicator			
	(A only) 5 - 8	9 - 11 5 - 11	12 - 22	23 - 33	34 - 44	45 - 50	_____			
Tone • Breathing • Vowels (ee, a, ah, oh, oo)	1 C & B: Focused tone for this class with consistently appropriate breathing, vowel placement in all ranges and registers. A: Open, resonant, full tone in all registers and ranges. Consistently appropriate breathing and vowel placement	2 C & B: Focused tone for this class with minor lapses in correct breathing, vowel placement skills. A: Characteristic tone most of the time. Minor breathing, vowel placement problems in outer ranges and volumes.	3 C & B: Unstable tone for this class in some ranges due to incorrect breathing, vowel placement skills. A: A basic tonal concept. Notable breathing, vowel placement problems in outer ranges and volumes.	4 C & B: Thin or forced tone for this class most of the time due to lack of breath support, incorrect vowel placement. A: Weak tone production most of the time due to incorrect breath support, vowel placement skills.	5 C, B, and A: A lack of understanding of how to produce the basic tone. Fundamentals of breathing, vowel placement skills need work.	6	7	8	9	10
Intonation • Breath Support • Pitch Adjustment Skills	1 Accurate intonation with correct breath support in all ranges and registers. Pitch adjustments are made instantly.	2 Minimal intonation and breath support difficulties. Pitch adjustment skills are usually successful.	3 Mostly accurate intonation and breath support with some out-of-tune notes. Pitch adjustment skills are still developing.	4 Some sense of intonation, but with significant breath support problems. Pitch adjustment skills are not developed.	5 An unawareness of tuning problems. Needs development of pitch adjustment and breath support skills.	6	7	8	9	10
Accuracy • Notes • Rhythms • Intervals • Pulse	1 Outstanding accuracy. All notes, rhythms, intervals are performed accurately. Correct pulse throughout.	2 Infrequent errors. A few minor problems with stepwise intervals in technical passages. Pulse is mostly correct.	3 A lack of consistency in notes, rhythms, stepwise intervals, pulse in technical passages.	4 Numerous inaccurate notes, stepwise and large intervals, rhythmic passages. Technical passages and pulse are mostly incorrect.	5 An unawareness of correct notes, intervals, rhythms and/or pulse.	6	7	8	9	10
Technique • Posture • Diction • Consonants	1 Consistently appropriate posture, diction. Consonants are clearly enunciated at beginnings, middle, and ends of words.	2 Minor errors in posture, diction, consonant enunciation at beginning, middle, and/or ends of words.	3 Several errors in correct posture, diction, consonant enunciation, especially during technical or melisma passages.	4 Incorrect posture, diction, consonant enunciation during technical and melisma passages.	5 A lack of understanding of correct posture, diction, consonant enunciation.	6	7	8	9	10
Expression • Style Elements • Interpretation • Phrasing • Dynamics • Ten	1 Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	2 Minor lapses in dynamics, phrasing, correct tempo, style elements, interpretation.	3 Occasionally rigid and mechanical expression for this class. Style elements, correct tempo, phrasing, dynamics, interpretation are often absent.	4 Mechanical expression most of the time. Attention to style elements, correct tempo, phrasing, dynamics, interpretation missing.	5 A lack of understanding of correct style elements, dynamics, interpretation, phrasing, and correct tempo.	6	7	8	9	10



TOTAL POINTS _____

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