

NDSHAA Official Music Adjudication Form: Choir

(Developed by ND Choral Directors Association 7-1-08)

Time: _____ Event: _____

Rating: Check one only _____

____ Star = Superior performance

____ Adjudicator's signature

School: _____

____ I = Excellent performance

Composition Title: _____

____ II = Good performance

____ III = Fair performance

Place a number [1] for the first selection, and a number [2] for the second selection in the boxes with applicable descriptions next to each category below. Use the lines below each category for further explanation as necessary. Not all categories need be addressed.

| | | | | |
|--------------------------|---|---|--|-------------------------|
| Selection Quality | High quality literature, selection matches ensemble's vocal quality and ability | Quality literature, selection mostly matches ensemble's vocal quality and ability | Selection either above or below ensemble's vocal ability | Inappropriate selection |
|--------------------------|---|---|--|-------------------------|

1. _____
2. _____

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|---|--|--|---|---|
| Breath Management and body alignment | Air column is consistently managed well, body properly aligned for all singers | Proper technique used most of the time by most members | Proper technique occasionally displayed by some members | Development of breath management and posture needs to be addressed. |
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1. _____
2. _____

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| Tone quality/resonance and focus | Clear, consistent, resonant tone used by most members of the choir | Tone is clear throughout the majority of the range and on most vowels for most choir members | Focus is inconsistent, but clarity is developing in some members of the choir. | Choir members need to work toward a clear, free tone |
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1. _____
2. _____

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| Intonation and pitch accuracy | Consistently accurate intonation and pitch | Minor inaccuracies, pitch adjustments quickly made | Inaccuracies occur, pitches and/or intonation inconsistent | Incorrect pitches. Intonation issues need to be addressed. |
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2. _____

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| Rhythmic accuracy | Displays consistent rhythmic accuracy and vitality | Minor rhythmic inaccuracies | Accuracy inconsistent, affecting quality of performance | Inaccurate rhythms need to be addressed |
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2. _____

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|------------------------------|---|--|---|---|
| Dynamics and phrasing | Use of dynamics and energy display consistent forward motion throughout phrases | Displays developing use of dynamics and energy in phrasing | Insufficient dynamic contrast and/or inappropriate phrasing displayed | Little demonstration of phrasing and/or dynamics displayed. |
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1. _____
2. _____

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| Diction/ Articulation | Clear enunciation of text in all voice parts | Minor discrepancies occur | Discrepancies are notable or text is unclear in parts | Inappropriate enunciation or articulation |
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1. _____
2. _____

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| Stylistic accuracy (tempo, rubato, performance practice, musical articulation) | Choir demonstrates an understanding of the style, era and/or specific composer | Choir demonstrates a developing understanding of appropriate style. | Choir demonstrates inconsistent accuracy of style | Performance is lacking stylistic accuracy |
|---|--|---|---|---|

1. _____
2. _____

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|---|---|---|---|---|
| Stage Presence/ Choral Technique | Choir demonstrates eloquent emotional expression of text, message accurately conveyed to audience | Choir demonstrates a general understanding of the text and emotional content of message | Inconsistent expression of text and content by choir as a whole | Development of expressive techniques need to be addressed |
|---|---|---|---|---|

1. _____
2. _____

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| Musicality | Demonstrates consistent musicianship and outstanding etiquette and presentation | Demonstrates developing musicianship and choral skills | Some display of musicianship, Inconsistent communication with conductor and/or audience | Understanding of musicianship in a choral performing medium needs to be developed, proper etiquette is lacking. |
|-------------------|---|--|---|---|

1. _____
2. _____

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| Blend and balance | Demonstrates consistent sense of balance, sections are well blended. | Demonstrates developing sense of balance, minor areas of inequality occur. | Sections are somewhat unbalanced, blend needs attention | Blend and/or balance in more than one section are unsatisfactory. |
|--------------------------|--|--|---|---|

1. _____
2. _____