



NYSSMA — SPRING EVALUATION FESTIVAL

VOCAL ENSEMBLE

(Please type or print all information requested below)

Type of Ensemble: _____

STUDENT INFORMATION

Name of Ensemble _____ Grade in School _____
 School District and Building _____ / _____ NYSSMA Zone _____
 School Address _____ Street _____ City _____ Zip _____

COMPOSITION

Title _____ Required Movements _____
 Composer _____ Arranger _____ Manual Page No. _____

FESTIVAL INFORMATION

Location _____ Date _____ / _____ / _____ Audition Time _____ Room _____

Evaluation	(Scale)
<input type="checkbox"/> Outstanding	(26-28)
<input type="checkbox"/> Excellent	(21-25)
<input type="checkbox"/> Good	(13-20)
<input type="checkbox"/> Needs Improvement	(7-12)
<input type="checkbox"/> Comments Only	
Level of Difficulty	
<input type="checkbox"/> Level I	<input type="checkbox"/> Level IV
<input type="checkbox"/> Level II	<input type="checkbox"/> Level V
<input type="checkbox"/> Level III	<input type="checkbox"/> Level VI

Adjudicator's Evaluation

ENSEMBLE EVALUATION

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

Adjudicator's Comments

		4	3	2	1
TONE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality				<input type="checkbox"/>	
Consistency				<input type="checkbox"/>	
Projection				<input type="checkbox"/>	
Intonation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual				<input type="checkbox"/>	
Ensemble				<input type="checkbox"/>	
TECHNIQUE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breath Control				<input type="checkbox"/>	
Flexibility				<input type="checkbox"/>	
Posture				<input type="checkbox"/>	
DICTION		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vowels				<input type="checkbox"/>	
Consonants				<input type="checkbox"/>	
Naturalness				<input type="checkbox"/>	
ACCURACY		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes				<input type="checkbox"/>	
Accuracy of Rhythms				<input type="checkbox"/>	
Steadiness of Rhythms				<input type="checkbox"/>	
Pulse				<input type="checkbox"/>	
INTERPRETATION.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamics				<input type="checkbox"/>	
Style				<input type="checkbox"/>	
Tempo				<input type="checkbox"/>	
Phrasing				<input type="checkbox"/>	
Expression				<input type="checkbox"/>	
Artistry				<input type="checkbox"/>	
Stage Presence				<input type="checkbox"/>	
ENSEMBLE.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balance of Parts				<input type="checkbox"/>	
Blend of Sound				<input type="checkbox"/>	
Entrances				<input type="checkbox"/>	
Releases				<input type="checkbox"/>	
Precision				<input type="checkbox"/>	
TOTAL POINTS SCORED		<input style="width: 40px; height: 20px;" type="text"/>			

Adjudicator's Signature

Zone Representative's Signature

New York State School Music Association
Spring Evaluation Festival
General Information

Dear Student:

Congratulations on your decision to participate in NYSSMA's Spring Evaluation Festival. We are confident that you have found this experience to be an important addition to your musical training. Your adjudicator has evaluated your performance by rating your performance in each of seven major categories. Notable strengths (+) or weaknesses (-) in your performance are indicated in the box next to each sub-category. An unmarked box next to a sub-category indicates that this aspect of your performance was acceptable. If a concern should arise as a result of this evaluation, your teacher is encouraged to discuss your concern(s) with the NYSSMA Representative. If your concern(s) remains unresolved, the NYSSMA Representative will inform you of further steps which can be taken. In order to help you understand the basis for your evaluation, definitions for the various categories and sub-categories in which your performance was evaluated are provided below. The **Comments Only** category is for evaluative comments only. Study this form carefully. Take time to review it with your teacher(s) so they will be able to help you further develop and refine your musical skills. Best wishes for your future success.

EVALUATION CATEGORIES

OUTSTANDING	- Distinguished level of accomplishment
EXCELLENT	- Above Average level of accomplishment
GOOD	- Average level of accomplishment
NEEDS IMPROVEMENT	- Below Average level of accomplishment
COMMENTS ONLY	- No Numerical Score (must be requested prior to performance)

DEFINITIONS

ENSEMBLE EVALUATION

-tone – The sound produced by the voice

Quality – The beauty and/or clarity of the vocal sound

Consistency – The evenness of the vocal sound

Projection – The ability, within the natural limits of the voice, to project tone into the performing area

INTONATION – The accuracy of pitches in relation to each other and/or to a fixed standard

Individual – The ability of individual members of the ensemble to sing in tune with themselves.

Ensemble – The ability of individual members of the ensemble to sing in tune with each other

TECHNIQUE – The physical ability required to produce notes correctly

Breath Control – The physical process of producing the vocal sound through the proper use of air

Flexibility – The ease of maneuverability throughout the range of the voice

Posture – The position of the body

DICTION – The articulation of vowels and consonants

Vowels – The appropriate use of vowels for singing

Consonants – The appropriate use of consonants for singing

Naturalness – Unaffected pronunciation

ACCURACY – The exact realization of the notated music

Accuracy of Notes – The performance of notes as written

Accuracy of Rhythms – The performance of rhythms as written

Steadiness of Rhythms – The performance at a steady speed with regard to the metronomic and/or expressive markings of the composition

Pulse – The performance of natural accents implied by the meter of the composition

INTERPRETATION – The performer's realization of the composer's aesthetic intent and the performer's artistic expression

Dynamics – The contrast between loud and soft

Style – The understanding of the composer's musical intent consistent with the historical period of the composition

Tempo – The speed of the music according to the metronomic, stylistic and/or expressive markings of the music

Phrasing – The shaping of the musical idea

Expression – The performer's understanding of the aesthetic qualities inherent in the composition

Artistry – The performer's musical and expressive involvement in the music

Stage Presence – The appearance and poise of the performer

ENSEMBLE – The accurate and unified coordination of the ensemble performance

Balance of Parts – The musical execution of the individual parts in relation to the overall volume of the ensemble

Balance of Sound – The quality of individual tone in relation to the overall tone of the ensemble

Entrances – The accurate inflation of tone

Releases – The accurate cessation of tone

Precision – The coordination of individual parts with other members of the ensemble