

Large Group Festival – Choral Rubric

	DISTINGUISHED- 4	PROFICIENT-3	COMPETENT-2	NEEDS IMPROVEMENT-1
Tone Quality	Students <u>consistently</u> perform with age appropriate, resonant, characteristic sounds throughout all ranges. Students <u>consistently</u> perform with proper support.	Students <u>mostly</u> perform with age appropriate, resonant, characteristic sounds throughout all ranges. Students <u>mostly</u> perform with proper support.	Students <u>sometimes</u> perform with age appropriate, characteristic sounds but it is inconsistent throughout all ranges. Students <u>sometimes</u> perform with proper support..	Students <u>rarely</u> perform with a age appropriate, resonant, characteristic sound. Students <u>rarely</u> use proper support.
Ensemble Balance	Students <u>consistently</u> perform with a balanced ensemble sound. Students are highly sensitive to phrase hierarchy and harmonic balance.	Students <u>mostly</u> perform with a balanced ensemble sound. Students are <u>mostly</u> sensitive to phrase hierarchy and harmonic balance.	Students <u>sometimes</u> perform with a balanced ensemble sound. Students <u>sometimes</u> consider phrase hierarchy and harmonic balance.	Students <u>rarely</u> perform with a balanced ensemble sound. Students <u>rarely</u> consider phrase hierarchy and harmonic balance.
Rhythm and Tempo	Rhythmic approach is <u>consistently</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>consistently</u> accurate and stylistically appropriate.	Rhythmic approach is <u>mostly</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>mostly</u> accurate and stylistically appropriate.	Rhythmic approach is <u>sometimes</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>sometimes</u> accurate, consistent and stylistically appropriate.	Rhythmic approach is <u>rarely</u> uniform and vertically aligned throughout the ensemble. Tempo is <u>rarely</u> accurate, consistent and stylistically appropriate.
Intonation	Students <u>consistently</u> perform in tune in all dynamics and ranges. The ensemble <u>consistently</u> demonstrates awareness of tuning within and between sections.	Students <u>mostly</u> perform in tune in all dynamics and ranges. The ensemble demonstrates awareness of tuning within and between sections.	Students <u>sometimes</u> perform in tune in all dynamics and ranges. The ensemble <u>sometimes</u> demonstrates awareness of tuning within and between sections.	Students <u>rarely</u> perform in tune in all dynamics and ranges. The ensemble <u>rarely</u> demonstrates awareness of tuning within and between sections.
Diction	Diction/Pronunciation is <u>consistently</u> clear and appropriate throughout performance..	Diction/Pronunciation is <u>mostly</u> clear and appropriate throughout performance.	Diction/Pronunciation is <u>sometimes</u> clear and appropriate throughout performance..	Diction/Pronunciation is <u>rarely</u> clear and appropriate throughout performance.

	DISTINGUISHED- 4	PROFICIENT-3	COMPETENT-2	NEEDS IMPROVEMENT-1
Dynamics	Students <u>consistently</u> display an appropriate range of dynamics throughout the performance.	Students <u>mostly</u> display an appropriate range of dynamics throughout the performance.	Students <u>sometimes</u> display an appropriate range of dynamics throughout the performance.	Students <u>rarely</u> display an appropriate range of dynamics throughout the performance.
Articulation	Students <u>consistently</u> perform appropriate and consistent articulation throughout.	Students <u>mostly</u> perform appropriate and consistent articulation throughout.	Students <u>sometimes</u> perform appropriate and consistent articulation throughout.	Students rarely perform appropriate and consistent articulation throughout.
Style and Interpretation	Students <u>consistently</u> use proper musical style on all selections. Students are <u>consistently</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>mostly</u> use proper musical style on all selections. Students are <u>mostly</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>sometimes</u> use proper musical style on all selections. Students are <u>sometimes</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.	Students <u>rarely</u> use proper musical style on all selections. Students are <u>rarely</u> sensitive to musical phrasing, shaping of phrases, and providing direction and artistry to musical line.
Sight Reading	Students <u>consistently</u> perform accurate pitches and rhythms while maintaining an age appropriate, resonant, characteristic tone. Students <u>consistently</u> perform appropriate and accurate tempos throughout. Students <u>consistently</u> react to articulation, dynamic, and expressive markings.	Students <u>mostly</u> perform accurate pitches and rhythms. Students <u>mostly</u> maintain an age appropriate, resonant, characteristic tone. Students <u>mostly</u> perform appropriate and accurate tempos throughout. Students <u>mostly</u> react to articulation, dynamic, and expressive markings.	Students <u>sometimes</u> perform accurate pitches and rhythms. Students <u>sometimes</u> maintain an age appropriate, resonant, characteristic tone. Students <u>sometimes</u> perform appropriate and accurate tempos throughout. Students <u>sometimes</u> react to articulation, dynamic, and expressive markings.	Students <u>rarely</u> perform accurate pitches and rhythms. Students rarely <u>maintain</u> an age appropriate, resonant, characteristic tone. Students <u>rarely</u> perform appropriate and accurate tempos throughout. Students <u>rarely</u> react to articulation, dynamic, and expressive markings.