

CLASSICAL VOICE CONSERVATORY - Tenor/Bass (Grades 9-12)

An entry into the lottery for this conservatory can only be added if the applicant scores an average of 3 points or higher.

Applicant Name _____ Applicant Number _____ Incoming Grade _____

Conservatory Concentration Evaluation:	☐ Confirmed Vocal range, quality & stage of vocal development support the selected conservatory concentration.	☐ Not confirmed / Different concentration recommended. Vocal range, quality & stage of vocal development do not support the selected conservatory concentration.	Recommended Concentration change (if applicable):
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Criteria	1	2	3	4	5	Score #1	Score #2	Score #3
Tessitura	Cannot reach required notes; harsh, breathy, or strained.	Frequently off-pitch; inconsistent tone quality, sometimes strained or thin. Limited dynamic range. Struggles with required notes.	Mostly accurate range; minor pitch issues with medium to lower notes. Clear and consistent throughout most of the performance.	Consistently clear, shows comfort in range. Very few mistakes. Rich, resonant & steady.	Exceptional note execution in the medium to lower tessitura; Focused on Depth, resonance, lower range stability and projection; controlled throughout the entire range.			
Tone	Resonance and timbre are inconsistent, balance is not evident in vocal range. Breathiness or glottal pressure in most cases. Tuning is often problematic. The flexibility and warmth of the voice is not evident in the performance.	Resonance and timbre are developing balance through some of the range. Voice is sometimes free from breathiness or excessive glottal pressure and phrases are sometimes sung through. Tuning is sometimes accurate. Singer shows evidence of musical choices through some of the singing.	Resonance and timbre are developing balance through most of the range. Voice is mostly free from breathiness or excessive glottal pressure and phrases are well-sung through with intelligent breath choices. Tuning is mostly accurate and the singer is learning to make independent musical choices.	Resonance and timbre are consistent, with balanced colors throughout range. Phrases are fully sung through. Tuning is accurate throughout range. Singer shows evidence of musical choices reflecting character.	Resonance and timbre are complete and balanced throughout range. Voice is free from breathiness or glottal pressure. Tuning is always accurate. Singer makes consistent, effective, and inspired musical choices.			
Breathing / Alignment	Inhalation is often noisy or insufficient. Expression does not provide stability, and the singer tenses or collapses in the body. The singer requires extra breaths to complete phrases. Buoyancy is infrequent.	Inhalation is sometimes easy and sufficient. Expression provides stability, support, and vocal energy some of the time, with some collapsing in the body at the ends of phrases. Buoyancy is developing.	Inhalation is mostly easy and sufficient. Expression provides stability, support and vocal energy most of the time, with posture developing strength and flexibility. Buoyancy is apparent in much of the singing.	Inhalation is easy, full and efficient. Expression provides stability, support, vibrancy, and vocal energy. Support is buoyant and flexible; not forced.	Inhalation is silent, easy and sufficient all of the time. Exhalation provides support, balanced stability, and energized phrasing. Alignment is buoyant.			
Language / Diction	Text is often inaccurate in pronunciation and articulation, and lacks natural characteristics. The singer often does not communicate the meaning of the text.	Text is mostly accurate in pronunciation and articulation, and demonstrates natural inflection. The singer communicates the meaning of some of the text.	Text is accurate in pronunciation and articulation, and demonstrates natural inflection. The singer communicates the meaning of most of the text.	Text is sung with pure vowels, good consonant energy, and natural inflection. The singer displays understanding and communication of the text.	All text is accurate in pronunciation and articulation, and demonstrates natural inflection. The singer thoroughly communicates the meaning of all text.			

FEEDBACK RUBRIC

Musicianship	Many pitches and rhythms are inaccurate. Attention to the score is unclear or lacks understanding. The style requires further study. Memorization is incomplete with several errors.	Pitches and rhythms are accurate some of the time. Some of the markings in the music are observed, and much of the style presented is natural. Memorization is natural and complete with some errors.	Pitches and rhythms are accurate most of the time. Musical markings in the score are largely observed and the sense of style is developing. Memorization is complete and the performance is musically accurate.	Pitches and rhythms are accurate. The markings of the composer, editor, or arranger are observed and presented with appropriate style. Performance is easily sung from memory.	All pitches and rhythms are accurate. The markings of the music are observed, and the style presented is natural. Memorization is natural and complete.			
Artistry / Expression	The singer has difficulty making physical, musical and vocal choices, and their individual artistry does not engage the listeners in the entire performance. The performance is often not expressive and meaningful.	The singer is showing signs of making musical and vocal choices to engage the listener and perform expressively. The performance is personally expressive and meaningful some of the time.	The physical, musical and vocal choices made by the singer allow their individual artistry to engage the listeners in part of the performance. The performance is personally expressive and meaningful most of the time.	The physical life, musicality, and vocalism of the singer fully express the music and story, and engage the listeners.	The physical, musical and vocal choices made by the singer allow their individual artistry to engage the listeners in the entire performance. The performance is personally expressive and meaningful all of the time.			
Sight Reading / Tonal Memory	The singer has difficulty matching pitch and does not demonstrate understanding of musical elements of sight reading example.	The singer performs correct pitches and rhythms with 50% accuracy and shows little understanding of musical elements on sight reading example.	The singer confidently performs correct pitches and rhythms with some small errors and shows some understanding of musical elements on sight reading example.	Singer shows understanding of musical elements of pitch, interval and rhythms, as well as elements of interval and pitch memory.	Singer demonstrates correct rhythms and pitches with solfege syllables, numbers or on a neutral syllable. Shows strong understanding of musical elements on sight reading example.			
				TOTAL				
				AVERAGE				