

CLASSICAL VOICE CONSERVATORY Soprano/Alto (Grades 7-8)

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, breather or strained.	Frequently off-pitch; inconsistent tone; limited range; some difficulty with leaps or runs. Struggles with a higher range.	Mostly accurate range; minor pitch issues with medium to high notes or runs. Clear and consistent throughout most of the performance.	Consistently clear; shows comfort in required tessitura. Very few mistakes. Rich, resonant & steady.	Exceptional note execution in the middle to higher ranges; clarity in the upper register; agility and blend in harmonies; controlled throughout entire range.			
Tone	Voice quality is inconsistent, balance is not evident in vocal development. Breathiness or glottal pressure in most cases. Tuning is often problematic. Over or under support is evident in the vocal expression.	Vocal quality is showing consistency in some ranges. There are moments of freedom in the performance, but inconsistencies throughout. Tuning is sometimes accurate. Singer shows little evidence of musical choices.	Vocal quality is developing consistency throughout range. Singer is making efforts toward singing phrases fully until punctuation. Tuning is improving throughout the range and the singer is developing healthy vocal habits and musical instincts.	Vocal quality is developing consistency throughout range. Phrases are fully sung through with attention to punctuation. Tuning is accurate throughout range. Singer is modeling healthy vocal habits and musical instincts.	Vocal quality is consistent throughout range. Voice is free from breathiness or glottal pressure. Tuning is always accurate. Singer appears inspired and consistently-engaged while performing and is making choices.			
Breathing / Alignment	Inhalation is often noisy or incomplete with tension. Singing is often unstable and the singer struggles to connect to the musical phrase.. The singer requires extra breaths to complete phrases. Buoyancy is infrequent.	Inhalation is not complete and not musically or vocally developed. Student sings with energy, but it escapes and diminishes as the phrase continues. Buoyancy is developing and vocal energy is emerging..	Inhalation is musically timed and accurate but not physically supportive. Student is exploring singing posture and alignment, showing signs of developing vocal energy.	Inhalation is full and supportive, but incomplete. Student posture sags throughout the phrase and alignment is inconsistent and vocal energy is inconsistent but growing..	Inhalation is full, free and supportive. Student sings with full body support and flexible posture for vibrant vocal energy. Alignment is buoyant.			
Language / Diction	Language is poorly coordinated, or does not reflect the nature of the song	Language is accurate in pronunciation and articulation, and demonstrates natural	Language is accurate in pronunciation and articulation and demonstrates attention to	Language is sung with pure vowels, good consonant energy in the head and mix	All text is accurate in pronunciation and articulation, and demonstrates natural			

FEEDBACK RUBRIC

	performed.. The singer appears unaware of the textual meaning and how to express it effectively while singing.	inflection. The singer communicates the meaning of some of the text.	style and period of composition. The performance shows a deeper understanding of text meanings and translations.	tones, and natural inflection. The singer displays understanding and communication of the text.	inflection. The singer clearly communicates the meaning of all text.			
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 with small exceptions. Style is emerging in performance and student can easily perform the selection from memory.	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 does not seem well attuned to their body in performance and struggles to make basic choices for performance. . The performance is often not expressive and meaningful.	The singer's body is often rigid or tight, or overly-slack, and expression is masked or hindered. The performance is engaging but the energy does not match the compositional elements of the song.	The singer is exploring musicality and vocalism as tools for self-expression. The performance is becoming free and the performance energy is appropriate to the selected song.	The physical life, musicality, and vocalism of the singer fully express the music and story, and engage the listeners.	The singer's body is free and supportive and provides sufficient energy for an expressive 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 show strong understanding of musical elements of sight-reading example. The singer fails to reproduce correct pitches.	The singer sings correct pitches and rhythms with 50% accuracy and shows some understanding of musical elements on sight reading example. The singer shows some ability to recall pitches.	Singer shows understanding of the elements of pitch, interval and rhythms as well as elements of audiation and pitch memory.	Singer shows a firm grasp of musical elements of pitch, interval and rhythms.	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			