

# Wisconsin School Music Association • District Solo & Ensemble Festival

<b>Music Theater Solo</b>					Class
Ser#					Selection:
Site:					Transfer#:
Index:					Pg. or Mvt.:
Time:					School:
Min:					Accompanist:
<b>Critique Only</b>	Composer:				<b>Adjudicator</b>
	Circle comments throughout the rubric that best describe the performance you are hearing.				
<b>Tone</b>					
<ul style="list-style-type: none"> <li>• Breathing</li> <li>• Vowels (ee, a, ah, oh, oo)</li> </ul>	Open, resonant, full tone in all registers and ranges for this piece. Appropriate breathing, vowel placement skills.	Characteristic tone most of the time for this piece. Minor breathing, vowel placement problems in outer ranges and volumes.	A basic tonal concept for this piece. Notable breathing, vowel placement problems in outer ranges and volumes.	Weak tone production most of the time for this piece due incorrect breath support, vowel placement skills.	A lack of understanding of how to produce the basic tone for this piece. Fundamentals of breathing, vowel placement skills need work.
<b>Intonation</b>					
<ul style="list-style-type: none"> <li>• Breath Support</li> <li>• Pitch Adjustment Skills</li> </ul>	Accurate intonation with correct breath support in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation and breath support difficulties. Pitch adjustment skills are usually successful.	Mostly accurate intonation and breath support with some out-of-tune notes. Pitch adjustment skills are still developing.	Some sense of intonation, but with significant breath support problems. Pitch adjustment skills are not developed.	An unawareness of tuning problems. Needs development of pitch adjustment and breath support skills.
<b>Accuracy</b>					
<ul style="list-style-type: none"> <li>• Notes</li> <li>• Rhythms</li> <li>• Intervals</li> <li>• Pulse</li> </ul>	Outstanding accuracy. All notes, rhythms, intervals are performed accurately for this song. Correct pulse throughout.	Infrequent errors for this song. A few minor problems with stepwise intervals in technical passages. Pulse is mostly correct.	A lack of consistency in notes, rhythms, stepwise intervals, pulse in technical passages for this song.	Numerous inaccurate notes, stepwise and large intervals, rhythmic passages. Technical passages and pulse have numerous errors.	An unawareness of correct notes, intervals, rhythms and/or pulse.
<b>Technique</b>					
<ul style="list-style-type: none"> <li>• Posture</li> <li>• Diction</li> <li>• Consonants</li> </ul>	Consistently appropriate posture, diction. Consonants are clearly enunciated at beginnings, middle, and ends of words for this song.	Minor errors in posture, diction, consonant enunciation at beginning, middle, and/or ends of words for this song.	Several errors in correct posture, diction, consonant enunciation for this song, especially during technical or melisma passages.	Incorrect posture, diction, consonant enunciation for this song during technical and melisma passages.	A lack of understanding of correct posture, diction, consonant enunciation for this song.
<b>Character</b>					
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Portrayal</li> <li>• Blocking</li> <li>• Audience Communication</li> </ul>	Excellent, convincing character introduction and portrayal with effective blocking used throughout. Consistent and effective audience communication.	Minor inconsistencies in introduction / portrayal. Blocking was effective most of the time. A few missed opportunities in audience communication.	Some evidence of introduction / portrayal, but not convincing. Limited use of blocking. Audience communication was not effective in difficult passages.	Little attention given to introduction /portrayal, and blocking. Minimal audience communication.	No evidence of introduction, blocking or portrayal. Did not attempt audience communication.
<b>Expression</b>					
<ul style="list-style-type: none"> <li>• Style Elements</li> <li>• Interpretation</li> <li>• Phrasing</li> <li>• Dynamics</li> <li>• Tempo</li> </ul>	Excellent expression with appropriate style elements, interpretation, phrasing, dynamics, and tempo.	Occasional lapses in dynamics, phrasing, appropriate tempo, style elements, interpretation.	Occasionally rigid and mechanical expression for this class. Style elements, appropriate tempo, phrasing, dynamics, interpretation are often absent.	Mechanical expression most of the time. Attention to style elements, appropriate tempo, phrasing, dynamics, interpretation missing.	A lack of understanding of appropriate style elements, dynamics, interpretation, phrasing, and correct tempo.

