

VMEA / VCDA Choral Assessment Adjudication Form

SCHOOL: Edison High School
 DIRECTOR: Melodie Henderson
 CHOIR: Festival Chorus (Intermediate Mixed)
 ENSEMBLE SIZE: 57
 SELECTION 1 TITLE & COMP/ARR: Jede Sedlak / J. Krček
 GRADE: III SOURCE: VA
 SELECTION 2 TITLE & COMP/ARR: Ubi Caritas / O. Gjeilo
 GRADE: IV SOURCE: VA

COMMENTS

Push into Jede - perhaps in articulation - focus on authentic breaths to keep everything in line
 breath support throughout line to avoid scooping at height in Soprano
 do they know what the text means? Body seems disengaged - don't lean in women
 men seem much less confident when unaccompanied
 resonance is sitting low across the group - created drag in USGuitarist - again - do they know the text? Would help with text/phrase accent & expression
 conductor showed great differences in dynamics & style but group dynamic stayed the same
 vocalists perform need more direction - hitting back in body - energy in body + blend
 (Continue comments on back of sheet as needed)
 would help intonation + blend

	I - SUPERIOR 15 14 13	II - EXCELLENT 12 11 10	III - GOOD 9 8 7	IV - FAIR 6 5 4	V - POOR 3 2 1	SCORE
Tone	Proper tone production in all ranges and dynamic levels	Proper tone production in most ranges and dynamic levels	Tone production is inconsistent across ranges and dynamic levels	Elements of proper tone production are seldom present	Proper tone production is not evident	Tone 10
Intonation	Pitches are correct/well centered, adjustments are made quickly	Pitches are correct but not always centered	Inconsistent note accuracy and intonation	Numerous inaccuracies in notes and intonation	Undeveloped intonation and incorrect pitches	Intonation 10
Diction	Expressive use of the elements of diction with unified vowel placement	Consistent use of the elements of diction; minor problems in vowel placement	Inconsistent application of the elements of diction & vowel placement	Minimal application of the elements of diction & unified vowel placement	Undeveloped diction & lack of unified vowels	Diction 10
Musical Effect	Outstanding / artistic phrasing & dynamics	Consistent use of appropriate style, tempo dynamics, phrasing, rhythmic precision, tempo, style	Inconsistencies in rhythmic precision, tempo, and in use of expressive elements	Numerous rhythm / tempo / dynamic / phrasing / stylistic inaccuracies	Undeveloped rhythm and expressive elements	Musical Effect 9
Balance / Blend	Appropriate melodic / harmonic / dynamic balance / blend within & across ensemble	Minor problems in melodic / harmonic / dynamic balance & blend within / across ensemble	Inconsistent ensemble balance / blend	Frequent balance / blend problems	Ineffective balance / blend	Balance / Blend 7
Stage Presence	Outstanding posture, stage presence, majority of ensemble uses facial expression	Excellent posture, stage presence, some of ensemble uses facial expression	Inconsistent focus & professionalism, minimal use / absence of facial expression	Stage presence frequently distracted from the performance	Ineffective stage presence	Stage Presence 6

RATINGS & SCORES	FINAL RATING	TOTAL SCORE
I Superior 68-80	IB	52
II Excellent 52-67		
III Good 36-51		
IV Fair 20-35		
V Poor 6-19		

Adjudicator's Signature:
 Louise Petrucci

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COMMENTS

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 DIRECTOR: Melodie Henderson GRADE: III SOURCE: VA
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Unmixed
Start Fall 4 years - work for next 3 years
could start earlier
Judea excellent?
more similar to men's voices

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Tone	15 14 13	12 11 10	9 8 7	6 5 4	3 2 1	Tone
Healthy tone, Focus, Breath management, Age appropriate	Proper tone production in all ranges and dynamic levels	Proper tone production in most ranges and dynamic levels	Tone production is inconsistent across ranges and dynamic levels	Elements of proper tone production are seldom present	Proper tone production is not evident	10
Intonation	15 14 13	12 11 10	9 8 7	6 5 4	3 2 1	Intonation
Note accuracy, Chords, intervals, Unisons,	Pitches are correct / well centered, adjustments are made quickly	Pitches are correct but not always centered	Inconsistent note accuracy and intonation	Numerous inaccuracies in notes and intonation	Undeveloped intonation and incorrect pitches	11
Diction	15 14 13	12 11 10	9 8 7	6 5 4	3 2 1	Diction
Vowels, Consonants, Languages, Syllabic stress	Expressive use of the elements of diction; diction with unified vowel placement	Consistent use of the elements of diction; Minor problems in vowel placement	Inconsistent application of the elements of diction & vowel placement	Minimal application of the elements of diction & unified vowel placement	Undeveloped diction & lack of unified vowels	11
Musical Effect	15 14 13	12 11 10	9 8 7	6 5 4	3 2 1	Musical Effect
Phrasing, Dynamics, Style, Rhythmic precision, Tempo	Outstanding / artistic phrasing & dynamics	Consistent use of appropriate style, tempo dynamics, phrasing, rhythmic precision	Inconsistencies in rhythmic precision, tempo, and in use of expressive elements	Numerous rhythm / tempo / dynamic / phrasing / stylistic inaccuracies	Undeveloped rhythm and expressive elements	10
Balance / Blend	10 9	8 7	6 5	4 3	2 1	Balance / Blend
Within/across: Vocal sections, Ensemble, Dynamic spectrum	Appropriate melodic / harmonic / dynamic balance / blend within & across ensemble	Minor problems in melodic / harmonic / dynamic balance / blend within/across ensemble	Inconsistent ensemble balance / blend	Frequent balance / blend problems	Ineffective balance / blend	8
Stage Presence	10 9	8 7	6 5	4 3	2 1	Stage Presence
Posture, Focus, Professionalism, Facial expression	Outstanding posture, stage presence, majority of ensemble uses facial expression	Excellent posture, stage presence, some of ensemble uses facial expression	Inconsistent focus & professionalism, minimal use/ absence of facial expression	Stage presence frequently distracted from the performance	Ineffective stage presence	8

be sure to build levels of dynamics
work for warm resonant tone
take faster movements -
beginning needs more accent
the slow tempo
energy here is great give
less the energy of
#2 slower
nice timbre similarity to men's
1st / slow with text - watch
2nd being equal
work for sense of dynamics
edited phrase of elements in 1st help
more the piece

(Continue comments on back of sheet as needed)

keep working Judea accap - so they listen to each other - emphasize & tune

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Adjudicator's Signature: [Signature]

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 GRADE: III
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 GRADE: IV
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Jede sedlák
 - Tenors - a more lyrical approach to your opening would be great!
 - You have some decisions to make regarding dynamic levels for a lot of this material. Make strong dynamic choices & follow through with your performance!
 - Another vocal explosion would be great!
 - Maintain a high palate as you sing through each phrase.
 Ubi Caritas
 - Gentle, sensitive singing - Very nice.
 - Steady 17 - nice thoughtful and take advantage of syllabic stress.
 Use a bit of flexibility flow within each phrase.
 (23) - interesting harmonic shifts.
 Listen & prepare carefully.
 - Another dynamic contrast would add more energy to this selection - also trying it a bit faster (?)
 (Continue comments on back of sheet as needed)

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Intonation	15 14 13 Pitches are correct / well centered, adjustments are made quickly	12 11 10 Pitches are correct but not always centered	9 8 7 Inconsistent note accuracy and intonation	6 5 4 Numerous inaccuracies in notes and intonation	3 2 1 Undeveloped intonation and incorrect pitches	Intonation 11
Diction	15 14 13 Expressive use of the elements of diction with unified vowel placement	12 11 10 Consistent use of the elements of diction; Minor problems in vowel placement	9 8 7 Inconsistent application of the elements of diction & vowel placement	6 5 4 Minimal application of the elements of diction & unified vowel placement	3 2 1 Undeveloped diction & lack of unified vowels	Diction 11
Musical Effect	15 14 13 Outstanding / artistic phrasing & dynamics	12 11 10 Consistent use of appropriate style, tempo dynamics, phrasing, rhythmic precision	9 8 7 Inconsistencies in rhythmic precision, tempo, and in use of expressive elements	6 5 4 Numerous rhythm / tempo / dynamic / phrasing / stylistic inaccuracies	3 2 1 Undeveloped rhythm and expressive elements	Musical Effect 11
Balance / Blend	10 9 Appropriate melodic / harmonic / dynamic balance / blend within & across ensemble	8 7 Minor problems in melodic / harmonic / dynamic balance & blend within / across ensemble	6 5 Inconsistent ensemble balance / blend	4 3 Frequent balance / blend problems	2 1 Ineffective balance / blend	Balance / Blend 7
Stage Presence	10 9 Outstanding posture, stage presence, majority of ensemble uses facial expression	8 7 Excellent posture, stage presence, some of ensemble uses facial expression	6 5 Inconsistent focus & professionalism, minimal use / absence of facial expression	4 3 Stage presence frequently distracted from the performance	2 1 Ineffective stage presence	Stage Presence 8

RATINGS & SCORES	FINAL RATING	TOTAL SCORE
I Superior 68-80	II	58
II Excellent 52-67		
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V Poor 6-19		

Adjudicator's Signature:


School: Edison Director: M. Anderson
 Ensemble: Impact Sight-Reading Level: 3 CB SFB

	8 Superior	6-5 Excellent-II	4-3 Good-III	2-1 Fair-IV	0 Poor-V
1. Pitch/intonation Accuracy	8 The group consistently performed pitches correctly, maintained tonality and correct intervallic tuning.	6 The group usually performed pitches correctly, was able to correct tonality when it was inaccurate, and usually maintained intervallic tuning. 5 The group usually performed pitches correctly, was able to correct tonality when it was inaccurate and sometimes maintained intervallic tuning.	4 The group generally performed pitches correctly, was able to correct tonality when it was inaccurate and sometimes maintained intervallic tuning. 3 The group generally performed pitches correctly, was able to correct tonality when it was inaccurate and sometimes maintained intervallic tuning.	2 The group seldom performed pitches correctly or was able to correct tonality when it was inaccurate and seldom maintained intervallic tuning. 1 The group seldom performed pitches correctly or was able to correct tonality when it was inaccurate and seldom maintained intervallic tuning.	0 The group rarely/never performed pitches correctly, was not able to correct tonality when it was inaccurate and rarely/never maintained intervallic tuning. 0 The group seldom rarely/never performed rhythms correctly and did not follow the tempo that was set by the director.
2. Rhythmic accuracy	8 The group consistently performed rhythms correctly and maintained the tempo that was set by the director.	6 The group usually performed rhythms correctly, usually maintained the tempo that was set by the director and was successful self-correcting when the tempo became inaccurate. 5 The group usually performed rhythms correctly, usually maintained the tempo that was set by the director, however the group was not able to correct when the tempo became inaccurate.	4 The group generally performed rhythms correctly and generally maintained the tempo that was set by the director, however the group was not able to correct when the tempo became inaccurate. 3 The group generally performed rhythms correctly and generally maintained the tempo that was set by the director, however the group was not able to correct when the tempo became inaccurate.	2 The group seldom performed rhythms correctly and did not follow the tempo that was set by the director. 1 The group seldom performed rhythms correctly and did not follow the tempo that was set by the director.	0 The group seldom rarely/never performed rhythms correctly and did not follow the tempo that was set by the director. 0 The director and group did not follow the established guidelines. The group rarely/never maintained proper posture, focus and performance etiquette.
3. Presentation and professionalism	8 The director and group followed the established guidelines. The students consistently maintain proper posture, focus and performance etiquette.	6 The director and group followed the established guidelines. The groups usually maintained proper posture, focus and performance etiquette. 5 The director and group followed the established guidelines. The groups usually maintained proper posture, focus and performance etiquette.	4 The director and group did not follow the established guidelines. The group generally maintained proper posture, focus and performance etiquette. 3 The director and group did not follow the established guidelines. The group generally maintained proper posture, focus and performance etiquette.	2 The director and group did not follow the established guidelines. The group seldom maintained proper posture, focus and performance etiquette. 1 The director and group did not follow the established guidelines. The group seldom maintained proper posture, focus and performance etiquette.	0 The director and group did not follow the established guidelines. The group rarely/never maintained proper posture, focus and performance etiquette.

Notes: _____

RATINGS & SCORES
 I Superior 17-20
 II Excellent 12-16
 III Good 7-11
 IV Fair 2-6
 V Poor 0-1

Overall Sight-Reading Score*: 17 I

Judge's Signature: [Signature]