

VMEA / VCDA Choral Assessment Adjudication Form

COMMENTS

SCHOOL: Edison High School  
 DIRECTOR: Melodie Henderson  
 SELECTION 1 TITLE & COMP/ARR: The Seal Lullaby / E. Whitacre  
 SELECTION 2 TITLE & COMP/ARR: Enchanting Song / B. Bartok

CHOIR: Ingenuity (Adv. Women's Chorus)  
 ENSEMBLE SIZE: 20  
 GRADE: IV  
 GRADE: V

good "o" vowel - even across ensemble  
 plus side of noitrus affos is the consistent use of head voice - even as it gets lower  
 would there be more presence of sound if they weren't spread out so much  
 very enjoyable sound in their mid range - gives sense of line in Whitacre  
 - also good sustain on some notes  
 least roundness of tone in Bartok - became more pinched in German  
 - lower voices had some pitch focus problems - a result of German nature  
 The rep still suited the group when sounder, but they all parts it might be good to rearrange the very "pure" German voice as there is more blend and less contrast - would aid tuning

	I - SUPERIOR			II - EXCELLENT			III - GOOD			IV - FAIR			V - POOR			SCORE
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	
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	Inconsistent across 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	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	Proper tone production is not evident	14
Note accuracy, Chords, Intervals, Unisons, Tonal awareness	Pitches are correct, well centered, adjustments are centered	Pitches are correct but not always centered	Inconsistent note accuracy and intonation	Inconsistent note accuracy and intonation	Numerous inaccuracies in notes and intonation	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	Undeveloped intonation and incorrect pitches	13
Dictation	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	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	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	Undeveloped diction & lack of unified vowels	14
Musical Effect	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	Inconsistencies in rhythmic precision, tempo, and in use of expressive elements	Numerous rhythm / tempo / dynamic / phrasing / stylistic inaccuracies	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Undeveloped rhythm and expressive elements	Musical Effect 14
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	Inconsistent ensemble balance / blend	Frequent balance / blend problems	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Ineffective balance / blend	Balance / Blend 8
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	Inconsistent focus & professionalism, minimal use / absence of facial expression	Stage presence frequently distracted from the performance	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Ineffective stage presence	Stage Presence 9

RATINGS & SCORES		FINAL RATING		TOTAL SCORE
I	Superior 68-80	I	I	72
II	Excellent 52-67			
III	Good 36-51			
IV	Fair 20-35			
V	Poor 6-19			

Adjudicator's Signature:  
 Laura Petrucci

(Continue comments on back of sheet as needed)

VMEA / VCDA Choral Assessment Adjudication Form

SCHOOL: Edison High School  
 DIRECTOR: Melodie Henderson  
 CHOIR: Integrity (Adv. Women's Chorus)  
 ENSEMBLE SIZE: 20  
 GRADE: IV  
 SOURCE: VA

SELECTION 1 TITLE & COMP/ARR: The Seal Lullaby / E. Whitacre  
 GRADE: IV  
 SOURCE: VA

SELECTION 2 TITLE & COMP/ARR: Enchanting Song / B. Bartok  
 GRADE: V  
 SOURCE: VA

	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
<b>Tone</b> 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	12
<b>Intonation</b> Note accuracy, Chords, Intervals, Unisons,Tonal awareness	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
<b>Dictation</b> Vowels, Consonants, Languages, Syllabic stress	Expressive use of the elements of dictation with unified vowel placement	Consistent use of the elements of dictation; Minor problems in vowel placement	Inconsistent application of the elements of dictation & vowel placement	Minimal application of the elements of dictation & unified vowel placement	Undeveloped dictation & lack of unified vowels	11
<b>Musical Effect</b> Phrasing, Dynamics, Style, Rhythmic precision, Tempo	Outstanding / artistic phrasing & dynamics Outstanding rhythmic precision, tempo, style	Consistent use of appropriate style, tempo dynamics, phrasing, rhythmic precision	Inconsistencies in rhythmic precision, tempo, and in use of expressive elements	Numerous rhythmic / tempo / dynamic / phrasing / stylistic inaccuracies	Undeveloped rhythm and expressive elements	11
<b>Balance / Blend</b> 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
<b>Stage Presence</b> 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	9

Comments:  
 Nap - Portamento / well blended  
 feel the story  
 #1 June Unison / Artful  
 lovely voice in 16  
 more and a lot of  
 diction up 4 bit of slipping  
 role - exquisite  
 barely audible - would love to  
 see more breath for tactics  
 #2  
 more consonants  
 energize - singant even  
 more dynamic range an excellent  
 start  
 take risks - flow & follow  
 your director in school  
 be more dynamic & confident  
 and practice when singing  
 (Continue comments on back of sheet as needed)  
 the Bartok

RATINGS & SCORES	FINAL RATING	TOTAL SCORE
I Superior 68-80		
II Excellent 52-67	11	62
III Good 36-51		
IV Fair 20-35		
V Poor 6-19		

Adjudicator's Signature: *[Signature]*

VMEA / VCDA Choral Assessment Adjudication Form

SCHOOL: Edison High School CHOR: Ingenium (Adv. Women's Chorus) ENSEMBLE SIZE: 20

DIRECTOR: Melodie Hendersen GRADE: IV SOURCE: VA

SELECTION 1 TITLE & COMP/ARR: The Seal Lullaby / E. Whitacre GRADE: V SOURCE: VA

SELECTION 2 TITLE & COMP/ARR: Enchanting Song / B. Bartok GRADE: V SOURCE: VA

COMMENTS

The Seal Lullaby

- Take advantage of the <math>\Delta</math> incident?

- Listen for the altb (it is quite low, but you must balance as an ensemble)

- Use your consonants to energize the vowels - less, such singing throughout

- Maintain a buoyancy in the Bobs as you sing - that's each phrase.

- Beautiful 'oh' sound.

I love this piece - that's you singing it!

Enchanting Song

- Continue to work for more warmth & resonance in your tone - high palate and open torso - fall vowels have an open 'ah' space behind it.

- Greater dynamic contrast would be interesting.

	I - SUPERIOR			II - EXCELLENT			III - GOOD			IV - FAIR			V - POOR			SCORE
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	Tone
<b>Tone</b>	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			11
<b>Intonation</b>	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
<b>Diction</b>	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
<b>Musical Effect</b>	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			Musical Effect
<b>Balance / Blend</b>	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
<b>Stage Presence</b>	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

RATINGS & SCORES	FINAL RATING	TOTAL SCORE
I Superior 68-80	II	64
II Excellent 52-67		
III Good 36-51		
IV Fair 20-35		
V Poor 6-19		

Adjudicator's Signature: B. Bartok

Congratulations

(Continue comments on back of sheet as needed)

School: Edison Director: M. Henderson  
 Ensemble: Jazz Sight-Reading Level: 355A

	Superior - I 8	7	6	5	4	3	Fair - IV 2	1	Poor - V 0
1. Pitch/Intonation Accuracy	The group consistently performed pitches correctly, maintained tonality and correct intervallic tuning.	The group usually performed pitches correctly, was able to correct tonality when it was inaccurate, and usually maintained intervallic tuning.	The group generally performed pitches correctly, was able to correct tonality when it was inaccurate and sometimes maintained intervallic tuning.	The group seldom performed pitches correctly or was able to correct tonality when it was inaccurate and seldom maintained intervallic tuning.	The group rarely/never performed pitches correctly, was not able to correct tonality when it was inaccurate and rarely/never maintained intervallic tuning.				
2. Rhythmic accuracy	The group consistently performed rhythms correctly and maintained the tempo that was set by the director.	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.	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.	The group seldom performed rhythms correctly and did not follow the tempo that was set by the director.	The group seldom rarely/never performed rhythms correctly and did not follow the tempo that was set by the director.				
3. Presentation and professionalism	The director and group followed the established guidelines. The students consistently maintain proper posture, focus and performance etiquette.	The director and group followed the established guidelines. The groups usually maintained proper posture, focus and performance etiquette.	The director and group did not follow the established guidelines. The group generally maintained proper posture, focus and performance etiquette.	The director and group did not follow the established guidelines. The group seldom maintained proper posture, focus and performance etiquette.	The director and group did not follow the established guidelines. The group rarely/never maintained proper posture, focus and performance etiquette.				

Overall Sight-Reading Score\*: 15 FF

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

Notes: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_  
 Judge's Signature: [Signature]