

Music Department
Voice Music Performance-Individual
Rubric

Category	4	3	2	1
1. Tone Quality	Tone is consistently focused, clear, and centered throughout the range of the voice.	Tone is focused, clear, and centered through the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically stays controlled.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled.	The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.
2. Pitch	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Some accurate pitches, but there are frequent and/or repeated errors.	Very few accurate or secure pitches.
3. Rhythm	The beat is secure and the rhythms are accurate for the scales being sung.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
4. Accurate Syllables	Note names are consistently accurate.	An occasional inaccurate note name is sung, but does not detract from overall performance.	A few inaccurate note names are sung, detracting somewhat from the overall performance.	Wrong note names consistently detract from the performance.
5. Dynamics	Dynamic levels are obvious, consistent, and an accurate interpretation of the style of music being sung.	Dynamic levels are typically accurate and consistent.	Dynamic levels fluctuate but can be discerned.	Attention to dynamic levels is not obvious.
6. Phrasing	Phrasing is always consistent and sensitive to the style of music being sung.	Phrasing is usually consistent and sensitive to the style of music being sung.	Phrasing is usually consistent and occasionally sensitive to the style of music being sung.	Phrasing is rarely consistent and/or rarely sensitive to musical style.

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7. Expression and Style	Performs with a creative nuance and style in response to the score and limited coaching.	Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Rarely demonstrates expression and style. Just plays the notes.
8. Entrances and Articulation Markings	Secure entrances. Markings (staccato, legato, slur, accents, etc.) are executed accurately.	Entrances are usually secure, though there might be an isolated error. Markings are usually executed accurately.	Entrances are rarely secure, but markings are sometimes executed accurately.	Few secure entrances. Markings are typically not executed accurately.
9. Breath Support	Student is breathing properly and supporting the tone to the best of his/her ability.	Student is usually breathing properly, but occasionally does not support the tone until the end of each phrase.	Student sometimes breathes properly and only occasionally supports the tone until the end of each phrase.	Student is rarely breathing correctly and never supports the tone until the end of each phrase.
10. Diction	Student articulates clearly and the text of the music is understandable.	Student articulates the words somewhat clearly and the text can be understood most of the time.	Student is sometimes articulating the words but the text is often not discernable.	Student rarely articulates the words and the text is not discernable.
11. Posture and Relaxation	Student stands correctly and sings using a proper singing stance with no visible tension in the throat, jaw, or body.	Student stands somewhat correctly and most of the time demonstrates a proper singing stance with limited tension visible in the throat, jaw, or body.	Student is sometimes standing correctly but often shows tension or improper body position during singing.	Student rarely demonstrates proper posture and singing stance and tension is highly visible in the throat, jaw, and or/or body.

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