

Student Name: _____ **Voice Type:** _____ **Instructor:** _____

Class Year: 1st Yr. 2nd Yr. 3rd Yr. 4th Yr. **Private Study at Albion:** _____ years **Date of Jury:** _____
(circle one)

Lessons Prior to Albion: _____ years **Lesson Units:** .25 or .5 *Composer*
(circle one)

Title

Jury Repertoire

Singer's Selection: _____

Please list all other songs being offered for the jury on the reverse page

Grading Rubric (out of 12 Points)

Circle your rating for each category

	Tonal Beauty and Breath		Musical Elements and Diction		Presentation and Interpretation
4	Tone is free and vibrant with excellent breath support. Sound is at an artistic level.	4	Accurate pitches and rhythms with exemplary intonation. Accurate pronunciation in all languages. Text understanding is excellent and obvious. Excellent memorization.	4	Excellent stage presence, physical engagement, and emotional connection to the piece. Excellent use of dynamics and phrasing as well as use of appropriate style.
3	Tone is free and vibrant most of the time with adequate breath support. Core sound is strong, but not at an artistic level.	3	Accurate pitches and rhythms most of the time. Accurate pronunciation most of the time. Clear understanding of the text. Good memorization of text and music.	3	Good stage presence, physical engagement, and emotional connection to the piece. Good use of dynamics and phrasing as well as use of appropriate style.
2	Tone is somewhat forced and/or unsupported. Breath occasionally requires more depth and expansion. Sound is sometimes unfocused and lacks energy.	2	Accurate pitches and rhythms some of the time. Some errors in pronunciation. Some text understanding. A few memory lapses of text and music.	2	Some stage presence, physical engagement, and emotional connection to the piece. Some use of dynamics and phrasing, but some errors in style.
1	Tone is frequently forced and full of tension. Breath requires more expansion and abdominal support. Sound requires more focus and frequently lacks projection.	1	Frequent pitch and rhythm errors. Frequent errors in pronunciation. Little text understanding. Frequent memory lapses of text and musical elements.	1	Little stage presence, physical engagement, or emotional connection to the piece. Little use of dynamics and phrasing, with little understanding of style.
0	Tone is forced and/or unsupported. No breath depth or expansion. Sound is unfocused and lacks projection.	0	Many pitch and rhythm errors. Incorrect pronunciation. No understanding of the text. Poor memorization of text and musical elements.	0	No stage presence or physical engagement. No emotional connection to the piece. No use of dynamics and phrasing, with no understanding of style.

Comments:

Evaluator: _____

Points: _____ (out of 12)

Jury Repertoire

List below the remaining songs you are offering for the jury

<i>Song Title</i>	<i>Title of Larger Work song is from (i.e. song cycle, opera, musical) – if applicable</i>	<i>Composer</i>

Additional Repertoire Studied This Semester

List below all other songs you worked on in lessons this semester that are not being offered for the jury

If you did not work on any additional repertoire, you may leave this portion blank
