

# CWU Music Department Voice Jury Form

*Please complete the top portion, and provide one copy for each teacher present.*

Name: \_\_\_\_\_ Quarter/Year: \_\_\_\_\_

Degree Program: \_\_\_\_\_ Year in School: \_\_\_\_\_

Applied Study Level: \_\_\_\_\_ Number of Quarters at this Level: \_\_\_\_\_

Voice Instructor \_\_\_\_\_ Are you attempting a Level Change? \_\_\_\_\_

## YOUR CHOICE OF SONG TO SING TODAY FOR THIS JURY:

**Title** \_\_\_\_\_ **Composer** \_\_\_\_\_

Other Repertoire Studied This Quarter:

Title: \_\_\_\_\_ Composer's last name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If you are jurying-up to the next level, please fill out a "Repertoire Sheet."

*The numbered scale below represents an evaluation based on expectations for this level.*

### TECHNIQUE - Posture and Alignment

|   |   |  |  |  |
|---|---|--|--|--|
| 10-----9-----8-----7-----6-----5--4--3--2--   |   |  |  |  |
| <b>Superior</b> and consistent posture and alignment combined with ease and comfortable flexibility | <b>Excellent</b> posture and alignment combined with ease and comfortable flexibility | Overall <b>good</b> posture and alignment gaining ease and flexibility | <b>Basic</b> understanding of posture and alignment but not consistent or completely comfortable | Body is out of alignment and lack of proper posture is interfering with tone production. |

### TECHNIQUE – Breathing and Breath Management

|  |  |   |   |  |
|--|--|---|---|--|
| 10-----9-----8-----7-----6-----5--4--3--2--1-  |  |   |   |  |
| <b>Superior</b> and consistent flexibility, control, effective phonation and production. | <b>Excellent</b> flexibility, control, effective phonation and production. | Overall <b>good</b> flexibility, control, effective phonation and production. | <b>Basic</b> flexibility, control and effective phonation and production. | Little or no flexibility, control, effective phonation and production. |

### TONE QUALITY Resonance – Projection – Registration - Integration of Diction into Tone

|   |  |  |   |   |
|---|--|--|---|---|
| 10-----9-----8-----7-----6-----5--4--3--2--1  |  |  |   |   |
| <b>Superior</b> tone quality most of the time. Tone is uniform, consistent and well controlled. | <b>Excellent</b> tone most of the time. Tone problems infrequent or minor. | Overall <b>good</b> tone quality with some lapses. | <b>Basic</b> understanding of good tone, some lack of control and/or focus. | Distortion, lack of control in all registers. |

### PITCH and RHYTHM ACCURACY

|  |   |  |  |   |
|--|---|--|--|---|
| 10-----9-----8-----7-----6-----5--4--3--2--1-                |   |  |  |   |
| <b>Superior</b> execution of pitches and rhythms throughout. | <b>Excellent</b> execution of pitches and rhythms throughout. | Overall <b>good</b> execution of pitches and rhythms throughout. | <b>Fair</b> execution of pitches and rhythms throughout. | No rhythmic accuracy. Lack of internal pulse. Inability to match pitch. |

### DICTION Accuracy - Inflection

|   |   |   |   |  |
|---|---|---|---|--|
| 10-----9-----8-----7-----6-----5--4--3--2--1-       |   |   |   |  |
| <b>Superior</b> pronunciation and clear enunciation | <b>Excellent</b> pronunciation and clear enunciation. | Overall <b>good</b> pronunciation and adequate enunciation. | <b>Fair</b> pronunciation and adequate enunciation. | Difficult to understand with numerous diction errors and technical faults. |

**LEGATO/LINE**

|  |   |  |  |  |                 |
|--|---|--|--|--|-----------------|
| 10-----  | 9-----  | 8-----   | 7-----   | 6-----   | 5--4--3--2--1-- |
| <b>Superior</b> legato line used appropriately throughout. | <b>Excellent</b> legato line used appropriately throughout. | Overall <b>good</b> legato line used appropriately throughout. | <b>Fair</b> legato line used appropriately throughout. | Unsatisfactory legato line. Choppy and disconnected. |                 |

**STYLE / MUSICALITY Phrasing – Dynamics – Ornamentation**

|   |   |  |  |  |                 |
|---|---|--|--|--|-----------------|
| 10-----   | 9-----  | 8-----   | 7-----   | 6-----   | 5--4--3--2--1-- |
| <b>Superior</b> interpretation of style. Considerable attention to stylistic considerations, phrasing and dynamics. | <b>Excellent</b> interpretation of style. Attention to stylistic considerations, phrasing and dynamics. | Overall <b>good</b> interpretation of style. Generally well presented with minor inconsistencies of stylistic considerations, phrasing and dynamics. | <b>Fair</b> interpretation of style. Adequate presentation. Appropriate for level. | Weak interpretation of style. Inappropriate stylistic considerations, phrasing and dynamics. |                 |

**EXPRESSION /INTERPRETATION Characterization – Connection to the text**

|  |   |  |  |   |                 |
|--|---|--|--|---|-----------------|
| 10-----  | 9-----  | 8-----   | 7-----   | 6-----  | 5--4--3--2--1-- |
| <b>Superior</b> expressive performance, emotionally engaging with a strong connection to the text and meaning. | <b>Excellent</b> performance, with strong connection to the text and meaning. | Overall <b>good</b> performance with demonstrated understanding of text and meaning. | <b>Fair</b> performance with adequate understanding of text and meaning. | Unsatisfactory performance. Lacks connection to text and meaning. |                 |

**PREPARATION Ensemble - Memorization**

|   |  |  |   |  |                 |
|---|--|--|---|--|-----------------|
| 10-----   | 9-----   | 8-----   | 7-----  | 6-----   | 5--4--3--2--1-- |
| <b>Superior</b> collaborative performance with accompanist. Solid memorization and execution. | <b>Excellent</b> collaborative performance with accompanist. Solid memorization and execution. | Overall <b>good</b> ensemble with accompaniment and memorized. | <b>Fair</b> - adequate preparation. Work memorized. | Unsatisfactory preparation. Work not memorized completely or at all. |                 |

**PRESENTATION Professionalism - Poise**

|   |  |   |   |   |                 |
|---|--|---|---|---|-----------------|
| 10-----   | 9-----   | 8-----  | 7-----  | 6-----  | 5--4--3--2--1-- |
| <b>Superior</b> , polished, confident performance. Appropriate professional attire and comportment. Prompt. | <b>Excellent</b> , confident performance. Appropriate professional attire and comportment. Prompt. | Overall <b>good</b> performance. Appropriate professional attire and comportment. Prompt. | <b>Fair</b> performance. Appropriate professional attire and comportment. Prompt. | Insecure presentation and performance — unprepared or inappropriate behavior or attire. Late. |                 |

**ADDITIONAL COMMENTS:**

**Total Score:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_

*For assessment purposes only:*

Final Examination Jury: Outstanding \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_ Reservations concerning future advancement

Level Change Examination Jury: Pass Outstanding \_\_\_\_\_ Satisfactory \_\_\_\_\_ Did Not Pass \_\_\_\_\_