

University of Rhode Island Voice Rubric

Students are evaluated in various categories based on their major. The panel assigns one of four assessments (see below). The panel may also provide details in the comments section for each category.

- Excels:** The student performs the skill consistently. The student is confident and relaxed with the skill.
- Shows Proficiency:** The student performs the skill most of the time, but still has lapses in consistency. The student is not entirely confident in the skill.
- Needs Improvement:** The student is grasping the concept, but has difficulty applying the skill. The student is not confident in the skill.
- Lacks Proficiency:** The student needs significant improvement in this skill. Additional attention and preparation is suggested.

Students Name: _____ Semester: Fall Spring Year: _____

Jury Type: Standard Jury Advancement Jury Degree Addition: _____
 Degree Change From: _____ To: _____

| Major | Category | Goal | Evaluation | Comments |
|-----------------------------------|---------------------------------------|--|---|----------|
| All Voice Majors and Minors | Tone Quality | Superior tone quality most of the time. Tone uniform, resonant, and consistent with appropriate use of vibrato. Lapses are infrequent and small. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Expression, Style and Phrasing | Performances are stylistically accurate. Considerable attention paid to phrase shaping. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Intonation | Performances are in tune in all ranges and dynamics. Some small lapses may be present. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Accuracy of Preparation | Rhythms and pitches are accurate throughout. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |

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|-----------------------------|------------------------------|---|---|--|
| All Voice Majors and Minors | Dynamics | Performance exhibits a wide range of appropriate dynamics. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Articulation | Lyrics are clear/easily understood and consistent. Vowels are shaped appropriately for optimal resonance. Consonants have sufficient energy and clarity. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Breathing and Posture | Performer exhibits consistent breath control and optimal singing posture and alignment. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Stage Presence | Performance is confident and poised. Performer's presence exhibits an understanding of professionalism. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| Classical Voice Performance | Diction | Performer demonstrates a strong understanding of the various vowel shapes and consonant sounds of their foreign language pieces, and shows a clear effort to sing with correct pronunciation. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| Amplified Voice | Microphone Technique | Performers handle the microphone appropriately and make adjustments for their voice, the space, and the provided equipment. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Song Form / Harmony | Musician's musical choices work within the given chord progressions and song form. <i>*May include: improvised sections, melodic/rhythmic interpretations and/or root movement exercises</i> | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| | Time Feel | Swing feel is consistent, relaxed, and strong. | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |

Advancement Jury Rubric | Syllabus MUS 210A (fourth semester)

Notes:

- In addition to the voice faculty, there will be one other music faculty member included as a juror.
- As a music therapy or music education major, a score of three or more “lacks proficiency” will block advancement.
- As a vocal performance major, a score of three or more “needs improvement” will block advancement.
- If you do not pass your advancement jury, students may schedule a second jury attempt before classes resume the following semester or at a later date, chosen in coordination with me.
- If you do not pass your second advancement jury attempt you will no longer be eligible to continue pursuing a Bachelor of Music degree.

| | | |
|---|---|--|
| <p>Repertoire: The student will perform all four of their songs/arias that are assigned in the fourth semester. All repertoire is to be memorized unless oratorio or chamber music.</p> | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| <p>Language & Diction: The student will sing in three languages (including English). The student’s diction is expected to be proficient in each language.</p> | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| <p>Sight Reading: A music excerpt will be provided by the jury panel. The selection is to be sung with the performer’s choice of syllable or use of solfege.</p> | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |
| <p>Vocal Exercise: The student will demonstrate a vocal exercise that they have found the most beneficial from their applied lessons, and explain to the jury panel <i>how</i> the exercise benefits their vocal progress.</p> | <input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency | |

Advancement: Yes No

Date: _____

Instructor Name

Signature