

Concert Evaluation

Name: _____ Date: _____ Class: _____

Group: _____

Using the rubric on the back of this form and the performance scale below, evaluate the performance of the group. Place your score in the space provided and write one positive comment and one constructive criticism. Total your score at the bottom. Round to the nearest whole number.

5 = Superior	4 = Excellent	3 = Good	2 = Fair	1 = Poor
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SCORE	CATEGORY	POSITIVE COMMENT	CONSTRUCTIVE CRITICISM
	Tone Quality: resonance, control clarity, focus, consistency, warmth, vowel formation		
	Intonation: accuracy to printed pitches		
	Rhythm: accuracy of note and rest values, duration, pulse, steadiness, correctness of meters		
	Balance/Blend: likeness of qualities, awareness of ensemble & accompaniment		
	Technique: posture, breath management attacks, releases, musical and/or mechanical skill		
	Interpretation: style, phrasing, tempo, dynamics, emotional involvement		
	Diction: pronunciation, clarity of text		
	Performance Factors: choice of literature, appropriate appearance, poise, general conduct, mannerisms, facial expression, memory, conducting		

_____ **Total Score**

Performance Rubric

Circle the appropriate comments within the category and column, or columns, as applicable.

	Excellent					Fair
	5	4	3	2	1	
	Superior		Good		Poor	
<p>Tone Quality resonance, control clarity, focus, consistency, warmth, vowel formation</p> <p>Intonation accuracy to printed pitches</p> <p>Rhythm accuracy of note and rest values, duration, pulse, steadiness, correctness of meters</p>	Open, resonant, stylistically appropriate tone in all registers and ranges. Round, well-matched vowels.	Characteristically appropriate tone most of the time but lacks consistency in outer ranges. Good vowel formation.	A basic tonal concept but with inconsistencies throughout the entire range. Vowels fairly well formed.	Weak or forced tonal production much of the time. Tone lacks full resonance. Vowels not well matched.	A lack of understanding of how to produce a healthy, basic tone. Unawareness of vowel matching.	
<p>Balance, Blend likeness of qualities, awareness of ensemble & accompaniment</p>	Superior blend and balance achieved throughout the performance both within and between sections.	Blend and balance are achieved most of the time but is sometimes lost in more difficult passages.	Basically quality ensemble sound. Sections and/or individual voices tend to dominate the sound at times.	Good ensemble sounds rarely achieved. Listening and awareness are inconsistent.	Sections or individuals detract from ensemble sonority. General listening skills not yet developed.	
<p>Technique posture, breath management attacks, releases, musical and/or mechanical skill</p> <p>Interpretation style, phrasing, tempo, dynamics, emotional involvement</p> <p>Diction pronunciation, clarity of text</p>	Habitually correct posture, breathing, support, balanced attacks and releases, etc.	Proper vocal technique is employed, but has some minor inconsistencies.	Good technique is emerging, but has yet to be habituated.	Major inconsistencies in posture and breath management.	Matters of proper posture, correct breathing, and support are not evident.	
<p>Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, facial expression, memory, conducting</p>	Literature chosen is appropriate for the festival and the group's skill level. Demeanor is outstanding. Songs well memorized. Conducting is clear and expressive.	Songs memorized, but the literature choice is slightly more difficult than the group's current abilities. Excellent performance demeanor.	Literature lacks variety and/or the difficulty level is too high or too low for the group. Some individuals' appearance or mannerisms are distracting. Beat pattern is clear, and somewhat musical.	The literature is not festival appropriate and/or is not within the group's current ability to perform. Some memory and/or deportment lapses.	Proper performance conduct is lacking. Students unfocused. Literature is inappropriate for festival. Major memory flaws. Conducting pattern is present, but unexpressive.	