

## SPELMAN COLLEGE MUSIC DEPARTMENT

### CHORAL CONDUCTING JURY RUBRIC

STANDARD	UNACCEPTABLE PERFORMANCE 1-2	REMEDICATION SUGGESTED 3-4-5	ACCEPTED PERFORMANCE 6-7-8	EXEMPLARY PERFORMANCE 9-10
<b>MUSICIANSHIP</b>	Performance lacks stylistic elements. Phrases lack shape and direction. Ineffective dynamics or complete absence of contrast. Rigid and/or non-musical performance displays lack of musical sensitivity.	Some evidence of phrase shape and direction, but style is often rigid, mechanical, or awkward. Inconsistent use of dynamics.	Phrase shape and direction are clearly present. Effective use of dynamics. Sensitivity to musical details is reflected in the performance, but is not always successful or effective.	Performance is exceptionally musical. All passages reflect shape and direction. Dynamic range is outstanding. Attention to musical detail demonstrates understanding and creativity. Stylistically appropriate.
<b>NOTE &amp; RHYTHM ACCURACY</b>	Does not demonstrate sufficient knowledge of the score on a basic level. Wrong cues and gestures distract from overall performance. Inaccurate musical leader of the choir in performing, ties, and rests. Pulse lacks steadiness.	Wrong cues occur frequently, but do not disrupt the overall integrity of the piece in a significant manner. Note values, ties, and rests somewhat accurate. Choice of tempo generally appropriate and somewhat stable.	Generally demonstrates score accuracy in most works. Wrong gestures are infrequent and do not disrupt the integrity of the musical work. Appropriate choice of tempi and rhythmically stable throughout performance.	Consistently demonstrates outstanding score accuracy in all works. Appropriate choice of tempi and very precise rhythmically.
<b>CONDUCTING TECHNIQUE</b>	Basic conducting posture and meter patterns not present. <hr/> Significant lack of skill in meter, tempo and overall musical leadership from the podium. Conducting preparations and cut-offs never given to choir.	Basic conducting posture not consistent and meter patterns consistently incorrect. <hr/> Lack of consistent demonstration of meter, tempo and overall musical leadership from the podium. Conducting preparations and cut-offs seldom given to choir.	Basic conducting posture and patterns present. <hr/> Significant skill in meter, tempo and overall musical leadership from the podium. Conducting preparations and cut-offs given to choir.	Outstanding conducting posture and patterns present. <hr/> Consistently demonstrates excellent skill in meter, tempo and overall musical leadership from the podium. Conducting preparations and cut-offs given with ease.

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<b>DICTION and/or ARTICULATION</b>	<p>Vowels are inaccurate. Consonants are incorrect or unarticulated. Inappropriate diphthongs. Words not understandable</p> <hr/> <p>Rarely articulates clearly and cleanly. Rarely uses correct performance techniques (i.e. tonguing, bowing, mallet, pedaling, etc.) Markings are typically not executed accurately enough to demonstrate understanding of correct performance technique.</p>	<p>Vowels generally correct but misformed. Frequent mispronunciations or misarticulations. Often unintelligible. Incorrect word stress and inflection.</p> <hr/> <p>Student is able to handle most articulations, but execution within the context of this music is weak. Inconsistent and/or inaccurate technique, (i.e. tonguing, bowing, mallet, pedaling, etc.) which interferes with effectiveness of music.</p>	<p>Demonstrates understanding of articulations. Occasional mispronunciations or misarticulations. Words generally understandable. Word stress and inflection good.</p> <hr/> <p>Mostly articulates clearly and cleanly. Mostly uses correct performance techniques (i.e. tonguing, bowing, mallet, pedaling, etc.). Markings are usually executed accurately as indicated in the score. Some fluency in technique may be lacking in a few small passages.</p>	<p>Outstanding language skills. Superb vowel formation and consonant style. Clearly understood and is able to perform using the correct nuances of languages.</p> <hr/> <p>Consistently articulates notes clearly and cleanly. Consistent use of performance technique (i.e. tonguing, bowing, mallet, pedaling, etc.). Markings are executed accurately as indicated in the score. Passages are articulated in a fluid/fluent and confident manner.</p>
<b>ARTISTIC PRESENTATION</b>	<p>Performance displays a lack of understanding of text and meaning.</p>	<p>Performance shows incomplete understanding of text. Has potential on stage but lacks consistency in commitment to piece's text/character in some styles; could use more work on interpretation &amp; stage deportment.</p>	<p>Good performance. Evidence of thoughtful preparation and understanding of meaning. Shows great potential on stage with an occasional lapse in commitment to piece's text/character; there's room for improvement.</p>	<p>Extremely well crafted presentation. Shows an excellent command of the stage in all styles and literature; completely committed to text/character of the piece.</p>