

Arts Assessment For Learning

MUSIC — 9TH GRADE

RUBRIC: DEVELOPING INDEPENDENT CHORAL SINGERS

SIGHT SINGING RUBRIC

	4	3	2	2
SOLFEGE: PATTERNS, SYLLABLES, & INTERVALS	<p>Solfege syllables are sung fluently with confidence.</p> <p>Intervals are sung in tune without hesitation.</p> <p>Tonal center is maintained throughout.</p>	<p>Solfege syllables are learned but slight hesitations and/or mistakes are made.</p> <p>Student is able to make corrections without assistance.</p> <p>Intervals are sung in tune.</p> <p>Tonal center is maintained throughout.</p>	<p>Solfege syllables are not internalized.</p> <p>Student is able to make corrections with prompting.</p> <p>Intervals are not consistently sung in tune.</p> <p>Tonal center is lost at times.</p>	<p>Does not know solfege syllables.</p> <p>Frequent errors in pitch matching. Intervals and Interval identification.</p> <p>Student does not demonstrate an understanding of intervallic relationships.</p>
SOLFEGE HAND SIGNS	All signs are correct.	All signs are correct except one.	More than one, but less than half the signs are incorrect.	More than half the signs are incorrect.
FLUIDITY	The exercise is sung in a consistent tempo with no starts or stops.	There is one break in a fairly consistent tempo.	There are several stops and starts.	There are many significant pauses.
VOCAL TECHNIQUE & PRODUCTION	Singer incorporates exemplary tone quality, physical alignment, breath management, energy, and resonance throughout the musical example.	Singer incorporates satisfactory tone quality, physical alignment, breath management, energy and resonance throughout the musical example.	Singer exhibits inconsistency in incorporating tone quality, proper physical alignment, breath management, energy and resonance throughout the musical example.	Singer demonstrates poor physical alignment, shallow breathing, unsupported breath management, lethargy, and an unfocused, horizontal tone.

STRATEGIES FOR IMPROVEMENT:

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CLASS ASSESSMENT RUBRIC

Performance Criteria	Exemplary 4	Proficient 3	Developing 2	Not Evident 1
Melody, Pitch, and Pitch Direction	Confidently sings in tune; uses proper breath control enhances phrasing; matches pitch reliably	Sings mostly in tune; uses proper breath control for specific phrases; matches most pitches	Sings simple phrases but struggles with complex phrases; has adequate breath control; matches pitches with few errors	Developing toward singing in tune; limited breath control; pitch is uncertain
Rhythm	Maintains appropriate tempo/rhythm	Maintains mostly consistent tempo/rhythm	Sings with inconsistent tempo/rhythm	Sings with uncertain or irregular tempo/rhythm
Dynamics	Uses dynamics appropriate for different aspects of the song; reflects the notation and/or the director's intent	Uses generally appropriate dynamics consistently that are balanced within the song	Sings with dynamic levels that are inconsistent, but developing toward appropriate	Sings with dynamics that are overpowering and loud, and/or so soft the song cannot be heard
Expression/ Phrasing	Sings with expression that enhances performance by adding appropriate depth and emotional range	Sings with expression that is generally appropriate; phrases add some depth and emotion	Sings with expression that is sometimes appropriate but may be inconsistent	Sings with expression that is inappropriate and does not add to the song's impact
Focus	Has confident command of musical changes and responds sensitively to direction given by conductor	Developing sensitivity to musical changes and sometimes responds to direction given by conductor	Occasionally responds to direction given by conductor	Does not show sensitivity to direction given by conductor or ignores direction