**Official Adjudication Form**

**VOCAL ENSEMBLE**

**District Wyoming Music Festival**

**GRADE 12:**

**GRADE 11:**

**GRADE 10:**

**GRADE 9:**

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**NAME OF GROUP:**

**SCHOOL:**

**ACCOMPANIST:**

**CITY:**

**NO. OF STUDENTS IN GROUP:**

**SCHOOL INSTRUCTOR:**

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**TIME:**

**ROOM:**

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**SELECTION:**

**COMPOSER:**

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**Adjudicator:***

- Place the number in the circle for each area that most closely matches the descriptors in the corresponding box.
- Total the scores and affix a division rating based upon the scale at the bottom of the form.
- Please add your comments and suggestions in the large space provided (use back, if necessary) and sign the form.

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**RATING COMPUTATION TABLE**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2 - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TONE</strong></td>
<td>Well-placed vowels</td>
<td>Vowels not always consistent</td>
<td>Vowel performance not given attention</td>
</tr>
<tr>
<td>Excellent ensemble tone</td>
<td>Tone control varies in certain ranges and volumes</td>
<td>Tone production lacking basic concept</td>
<td>Many problems with overall tone production and range changes</td>
</tr>
<tr>
<td>Consistent color and quality in all ranges and registers.</td>
<td>Open, resonant and well-supported tone most of the time</td>
<td>Breath control and support inconsistent</td>
<td></td>
</tr>
<tr>
<td><strong>INTONATION</strong></td>
<td>Excellent control and listening skills are developed in ensemble</td>
<td>Listening skills inconsistent within ensemble</td>
<td>Lack of attention to listening skills</td>
</tr>
<tr>
<td>Adjustments made instantly within melodic and harmonic contexts</td>
<td>Some problems exist in extreme ranges or difficult passages</td>
<td>Intonation problems within ensemble</td>
<td>Many passages present problems</td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td>Pitch, rhythms, attacks and releases are accurate and stylistically correct</td>
<td>Most rhythms, pitches, attacks and releases are performed correctly</td>
<td>Accuracy of pitches, rhythms, attacks and releases are inconsistent</td>
</tr>
<tr>
<td>Appropriate pronunciation of language</td>
<td>Some problems with pronunciation of language</td>
<td>Considerable problems with language pronunciation</td>
<td>Language pronunciation inappropriate</td>
</tr>
<tr>
<td><strong>INTERPRETATION</strong></td>
<td>Very musical and sensitive performance</td>
<td>Meaningful interpretation most of the time</td>
<td>Some passages lack interpretation and expression of text</td>
</tr>
<tr>
<td>Accurate style and tempo</td>
<td>Style and temps are accurate most of the time</td>
<td>Style and temps are consistently presented</td>
<td>Style and temps are not maintained</td>
</tr>
<tr>
<td>Excellent dynamic range</td>
<td>Good use of dynamic range</td>
<td>Inconsistent attention to dynamics</td>
<td>Little or no use of dynamics</td>
</tr>
<tr>
<td><strong>BALANCE, BLEND</strong></td>
<td>Excellent melodic and harmonic balance</td>
<td>Good balance/blend most of the time</td>
<td>Frequent uncorrected balance/blend problems</td>
</tr>
<tr>
<td>All sections/singers demonstrate excellent blend to ensemble sonority</td>
<td>Balance/blend problems occur in difficult passages, but are quickly corrected</td>
<td>Musical lines often unclear</td>
<td></td>
</tr>
<tr>
<td>Accompaniment balanced to ensemble</td>
<td>Few accompaniment balance problems</td>
<td>Accompaniment not balanced well to ensemble</td>
<td></td>
</tr>
<tr>
<td><strong>TECHNIQUE</strong></td>
<td>Phrasing, articulations and diction are accurately performed</td>
<td>Uniformity in articulation, diction and phrasing is missing</td>
<td>Articulation, diction and phrasing lack accuracy and consistency</td>
</tr>
<tr>
<td>Evidence of excellent breath control</td>
<td>Some inconsistencies in proper vocal technique and posture</td>
<td>Some passages lack consistency in proper use of vowels</td>
<td>Articulation, diction and phrasing need attention</td>
</tr>
<tr>
<td>Control and posture enhance overall technique</td>
<td><strong>OTHER FACTORS</strong></td>
<td>Outstanding literature for age and training</td>
<td>Average literature for age and training</td>
</tr>
<tr>
<td>Ensemble is appropriately attired</td>
<td>Above average literature for age and training</td>
<td>Approach lacks polish and professionalism</td>
<td>Ensemble does not demonstrate appropriate approach to formal performance setting</td>
</tr>
<tr>
<td>Scores provided with numbered measures for the adjudicator</td>
<td>Inconsistencies in attire and/or formal approach</td>
<td>Common etiquette often overlooked</td>
<td>Individuals detract from performance</td>
</tr>
<tr>
<td></td>
<td>Scores provided with numbered measures for the adjudicator</td>
<td>Scores not properly prepared for adjudicator</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

**Signature of Adjudicator**

**Signature of Festival Chairman**

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**DIVISIONAL RATING**

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**WMEA FORM C-2**