

McCALLUM FINE ARTS ACADEMY AUDITION RUBRIC FOR CHORAL MAJOR
Student Name: _____

Total Score: _____

Audition Review Assessment

CATEGORY	Does not meet expectations (1pt)	Approaching expectations (2pts)	Meeting expectations (3 pts)	Exceeding expectations (4 pts)	Mastery (5 pts)
TONE	Singer produces undesirable characteristic tone qualities, with pervasive flaws in producing a consistent, focused, controlled tone.	Singer produces inadequate, inconsistent characteristic tone qualities, with some major flaws in producing a consistent, focused, controlled tone.	Singer produces average characteristic tone qualities, but there are some significant lapses in producing a consistent, focused, controlled tone.	Singer produces above average characteristic tone qualities, but there are some minor lapses in producing a consistent, focused, controlled tone.	Singer produces highly developed characteristic tone qualities, with minimal lapses in producing a consistent, focused, controlled tone.
TECHNIQUE	Singer misses a majority of pitches; rhythmic precision is not uniform; attacks and releases are not uniform; inadequate approach to diction.	Singer misses numerous pitches; rhythmic precision is mostly not uniform; attacks and releases are mostly not uniform; approach to diction is mostly inappropriate.	Singer misses some pitches; rhythmic precision is often not uniform; attacks and releases are inconsistent; approach to diction is inappropriate at times.	Singer sings correct pitches. Overall excellence with regard to rhythmic precision, attacks and releases, and diction, with occasional lapses.	Singer sings correct pitches, with uniform excellence in rhythmic precision, attacks and releases, and diction.
MUSICIANSHIP	Little or no evidence of expressive musical shaping. Inadequate use of dynamics, and little to no control of rhythm, tempo, and style. No artistry, energy, or emotion.	Little evidence of expressive musical shaping. Below average use of dynamics, and little control of rhythm, tempo, and style. Little artistry, energy, or emotion.	Evident but inconsistent expressive musical shaping. Average use of dynamics, and mostly adequate control of rhythm, tempo, and style. To some degree lacking in artistry, energy, or emotion.	Clear expressive musical shaping, with some inconsistencies. Mostly excellent use of dynamics, and above average control of rhythm, tempo, and style. Sometimes conveys an artistic, energetic, or emotional performance.	Clearly evident expressive musical shaping. Exceptional use of dynamics, rhythm, tempo, and style. Strongly conveys an artistic, energetic, and emotional performance.
AURAL RETENTION	No evidence of ability to reproduce pitch or direction of musical phrase.	Minimal evidence of ability to reproduce pitch or direction of musical phrase.	Most pitches are correct, and intervallic / directional recall is adequate.	Occasional failure to recall a pitch, but most pitches and intervals are correctly recalled.	Exceptional recall and reproduction of pitches and intervals.
SIGHT-SINGING: RHYTHMIC ACCURACY	Rhythmic precision is fundamentally lacking.	Rhythmic precision is inconsistent most of the time.	Rhythmic precision is good, but not uniform much of the time.	Rhythmic precision is mostly excellent, with occasional lapses.	Rhythmic precision is consistently excellent.
SIGHT-SINGING: MELODIC ACCURACY	Singer does not recognize key signature and sings incorrect pitches throughout.	Singer sings incorrect pitches throughout.	Singer sings incorrect pitches and does not recover quickly.	Singer sings most pitches correctly, but errors are not corrected quickly.	Singer sings most pitches correctly, and errors are corrected quickly.
PROFESSIONALISM	Student does not demonstrate the ability to do one or more of the following: prepare, listen, follow directions, accept critique, and stay on task.	Student rarely demonstrates the ability to prepare, listen, follow directions, accept critique, and stay on task.	Student demonstrates the ability to prepare, listen, follow directions, accept critique, and stay on task.	Student demonstrates exceptional interpersonal skills, as well as the ability to prepare, listen, follow directions, accept critique, and stay on task.	Student demonstrates exceptional personal presentation skills, interpersonal skills and the ability to prepare, listen, follow directions, accept critique, and stay on task.

INTERVIEW	During the interview, student shows no interest in their artform or continuing effort. Student fails to demonstrate knowledge of major / program requirements / expectations at McCallum Fine Art Academy.	During the interview, student expresses some passion about their artform and continuing to learn, but may have other interests they prefer to focus on. Students demonstrate minimal Knowledge of major/program requirements expectations at McCallum Fine Art Academy.	During the interview, student expresses interest and passion but may not know how to talk about it using proper vocabulary. Student demonstrates some knowledge of major/program requirements/ expectations at McCallum Fine Art Academy	During the interview, student is focused and respectful, expresses passion and interest but may lack some vocabulary to talk about process or intent with artwork. Student demonstrates ample knowledge of major/program requirements/expectations at McCallum Fine Art Academy.	Attentive during the interview portion, gives thoughtful answers that clearly explain process and intent in artwork while also conveying a sense of passion and interest in ideas and methods. Student demonstrates extensive knowledge of major/program requirements/ expectations at McCallum Fine Art Academy.
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Short Answer Assessment

Category	Weak (1 pt.)	Average (2 pts.)	Excellent (3 pts.)
Short Answers	May be sparse, incomplete, generic, or fail to address the prompts.	Address prompts. Includes some personal detail or insight.	Personalized, authentic, fully articulated and thoroughly addresses all parts of the prompts. May demonstrate creativity in addressing prompts.

Additional Comments: