



## *Vocal Music Portfolio*

*Please submit a copy of the sheet music to the Student Center by February 28, 2019 along with your portfolio.*

*The performance of the music and interview will occur on the morning of March 29<sup>th</sup>.*

Vocal music students applying for the Viking Scholar in Vocal Music must prepare a solo piece with piano accompaniment. Students must provide their own accompanist. The solo piece selected must be classical in nature (no popular music). Selections in Italian, German, French or Latin are welcomed.

Vocal music applicants will also be asked to perform a short sight singing exercise to show their musical knowledge and ability to read and perform music quickly. There will also be a short rhythm accuracy test. A specific rhythm will be provided and the student will be asked to clap and count the rhythm out loud.

The solo performances will be judged in the areas of tone quality, intonation, rhythm and tempo, technique, musicality, and other performance factors such as appearance and appropriate literature.

The rubric on the following page will be used to assess the solo performances.

	I	III	V
<b>Tone Quality: Clarity, openness, resonance, and warmth</b>	Open, rich, focused tone; clear, warm, resonant tone quality in all ranges and registers	Clarity and openness is present, but inconsistent; high-quality tone in most ranges and registers	Tone lacks full resonance; it is bright or harsh at times
<b>Intonation: Pitch accuracy, adjustments</b>	Pitch is consistent with printed music; adjustments are made instantly when necessary	Pitch is generally accurate with some minor errors; adjustments are not immediate	Many inaccuracies between the printed music and the performance; few adjustments are made
<b>Rhythm/Tempo: Correct duration of notes, rests, and meter; steady pulse; appropriateness of tempo</b>	Rhythmically accurate; steady beat maintained; tempos accurate to printed score	Occasional rhythmic errors; there is usually a steady beat; tempos vary from the printed score	Frequent rhythmic errors; beat is not steady, but varies; tempos are misinterpreted or fluctuate
<b>Technique: Correct articulation; control of ranges; mechanical skill</b>	Clear and distinct attacks, releases, phrasing, legato and staccato; smooth transitions between registers; student shows superior facility performing on the instrument	Some lapses in appropriate attacks, releases, phrasing, legato and staccato; musical elements present, but not consistent in all ranges; overall good performance	Musical elements inconsistent throughout all ranges and registers; lack of coordination; little control of instrument
<b>Musicality: Dynamics; expression</b>	Sizeable difference between soft and loud; emotion is used in playing;	Some difference between soft and loud; some expressive qualities	Mostly one dynamic level is used; very little expression or emotion is used
<b>Performance factors: appearance; appropriate literature</b>	Appearance and mannerisms do not detract from the performance; literature is appropriate genre and ability level of the student	Appearance is somewhat distracting; literature may be too easy or too difficult for the performer, or may be wrong genre	The individual lacks professionalism in their appearance; literature not appropriate in genre or difficulty level