



Vocal Music Portfolio

Please submit your portfolio to the Main Office by February 25th.
The performance of the music and interview will occur on the morning of March 25th.

There are two components to the Viking Scholar Vocal Music Portfolio:

- A one-page, double-spaced, typed response to the following prompt:
 - Why is music important to you? What role does music play in your life now? What role do you anticipate music playing in your life in the future? Why do you want to be the Viking Scholar in vocal music?
- A copy of the sheet music that you will perform in the interview round.
Please carefully read the text below about the style of music required in the Viking Scholar competition. Please ask Mr. Crowley any clarifying questions.

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
Tone Quality: Clarity, openness, resonance, and warmth	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
Intonation: Pitch accuracy, adjustments	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
Rhythm/Tempo: Correct duration of notes, rests, and meter; steady pulse; appropriateness of tempo	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
Technique: Correct articulation; control of ranges; mechanical skill	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
Musicality: Dynamics; expression	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
Performance factors: appearance; appropriate literature	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