

**Voice Class Performance Project**

**Name** \_\_\_\_\_

	6	5	4	3	2	1
RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics	Exemplary ability to determine the meaning of proper musical terminology	Excellent ability to determine the meaning of proper musical terminology	Moderate ability to determine the meaning of proper musical terminology	Acceptable ability to determine the meaning of proper musical terminology	Limited ability to determine the meaning of proper musical terminology	Lacks ability to determine the meaning of proper musical terminology
<b>WST.9-10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Exemplary use of proper musical terminology and writing style suited to the topic	Excellent use of proper musical terminology and writing style suited to the topic	Moderate use of proper musical terminology and writing style suited to the topic	Acceptable use of proper musical terminology and writing style suited to the topic	Limited use of proper musical terminology and writing style suited to the topic	Lacks use of proper musical terminology and writing style suited to the topic
<b>Percentage</b>	100	90	80	70	60	50

**Score:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

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## **Performance Grading Rubric**

### **Posture** ( 4 points- Head/Shoulders/Tailbone/Heels)

- 4 excellent posture which enhanced the performance
- 3 appropriate posture which did not adversely effect the performance
- 2 inconsistent posture which had some negative effect on the performance
- 1 poor posture that significantly hindered the performance

### **Support** (deep and low inhalation, controlled exhalation, breath management, supported tone)

- 4 excellent support which enhanced the performance
- 3 appropriate support which did not adversely effect the performance
- 2 inconsistent support which had some negative effect on the performance
- 1 poor support that significantly hindered the performance

### **Tone** (free and relaxed tone, resonant with good placement)

- 4 excellent tone which enhanced the performance
- 3 appropriate tone which did not adversely effect the performance
- 2 inconsistent tone which had some negative effect on the performance
- 1 poor tone that significantly hindered the performance

### **Diction** (accurate and well shaped vowels, clear and crisp consonants)

- 4 excellent diction which enhanced the performance
- 3 appropriate diction which did not adversely effect the performance
- 2 inconsistent diction which had some negative effect on the performance
- 1 poor diction that significantly hindered the performance

### **Preparation** (memorized, musically accurate, phrasing, work in class)

- 4 excellent preparation that enhanced the performance
- 3 appropriate preparation that did not adversely affect the performance
- 2 minimum preparation that had some negative effect on the performance
- 1 poor preparation that significantly hindered the performance

### **Performance** (presentation of the piece both visually and vocally)

- 4 excellent performance
- 3 good performance
- 2 inconsistent performance
- 1 poor performance

### **Voice Class Performance Assessment Prompt**

Rate your performance using the attached voice class rubric. Using some of the terms from all six categories and proper musical terminology, describe how you arrived at your final score. In addition, propose a method or methods to improve the score.

**English Language Arts: Science/Technical Subjects**  
**Reading and Writing Standards**  
**Department: Music**  
**Course: Voice Class**

Standard	Application of Standard	Unit	Level	Resources
RST.9-10.4 Determine the meaning of symbols, key terms and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics	Students rate their performance using the performance rubric. Using some of the terms from at least three of the rubric categories and proper musical terminology, students will describe how they arrived at their final score. In addition the student will propose a method or methods to improve the score.	Italian Art Song	9-10	Sheet music specific to the programming of the performance and handouts delineating common vocal techniques
WST.9-10.2d Use precise language and domain specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the likely readers.	Students rate their performance using the performance rubric. Using some of the terms from at least three of the rubric categories and proper musical terminology, students will describe how they arrived at their final score. In addition the student will propose a method or methods to improve the score.	Italian Art Song	9-10	Sheet music specific to the programming of the performance and handouts delineating common vocal techniques