

KSCC Audition Rubric

SINGER \_\_\_\_\_  
 DATE \_\_\_\_\_

	COMPETENT	APPROACHING COMPETENCE	PROGRESSING	UNDERDEVELOPED	BELOW STANDARD
Pitch and melodic inner hearing	Demonstrates high degree of competency	Matches pitch consistently and shows evidence of accuracy in inner hearing	Matches pitch consistently	Matches pitch, but loses pitch in individual singing	Does not match pitch consistently, or loses pitch in individual singing
Blend	Demonstrates high degree of competency	Blends without need for prompting	Maintains blend when requested to do so	Responds to requests to blend voices, but does not maintain blend	Does not respond to request for blend
Reading skills	Reads rhythmic and/or melodic notation with ease	Consistently maintains attention to printed notation and reads with consistent accuracy	Frequently maintains attention to printed notation	Needs assistance to focus on printed notation	Will not focus attention on printed notation
Tonal Memory	Recalls melodies accurately from beginning to end of rehearsal	Recalls melodies accurately with little review	Retains melodic phrases, recalls melodies, and is able to sing them back with relative accuracy upon request	Has difficulty recalling melodies; needs visual melodic contour or other assistive technique.	Does not retain melodic phrases or longer melodic statements
Focus, Engagement, and Response	Eagerly and appropriately responds	Responds to task at hand with cooperation and interest, with no need for refocusing.	Responds appropriately with little need for refocusing	Requires assistance to remain focused and engaged, or to respond appropriately	Does not maintain focus necessary to achieve successful attainment of goals
Ensemble focus	Demonstrates consistent ensemble focus by the ability to fit one's own part into the context of the whole, (by listening, watching for cues, etc.)	Shows evidence of "thinking with the group" by listening for how one's own part fits in with the greater picture and shows consistent effort to assimilate multiple musical events.	Shows evidence of "thinking with the group" by listening for how one's own part fits in with the greater picture.	Requires multiple or frequent prompts to connect one's musical responsibilities with the ensemble at large.	Is ego-centric in focus and/or response and does not seek to assimilate how one's own part fits within the greater scheme of the ensemble's work.
Posture	Demonstrates outstanding posture consistently	Consistently demonstrates desired posture with one prompt	Consistently demonstrates desired posture with one or two reminders	Does not maintain desired posture without frequent reminders	Does not attempt to demonstrate desired singing posture
Follows Directions	Assists others who are having difficulties	Is able to phrase directions in own words and carry them out accurately	Cooperatively and accurately responds to directions	Requires assistance to follow directions accurately	Lacks desire or ability to follow directions
Distraictibility	Never distracted. Always focused.	Rarely distracted, and self-monitors distractions and returns to focus on one's own	Self-monitors distraction and returns to focus on one's own	Gets distracted and needs external prompts to return to focus	Frequently distracted and needs consistent reminders to return to focus