



# CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC

Walton Campus / Lehman College



Jerrold Mabry,  
Principal

Vern Ram, A.P.O.  
William Gagstetter, A.P.S.

## Vocal Audition Rubric

**Name:** \_\_\_\_\_ **Voice Part:** \_\_\_\_\_

### Section One: Prepared Piece (70 points)

Score

**Tone Quality:**

- 10 - Student has resonant full tone throughout range
- 8 - Student has resonant tone most of the time, minor breathing and vowel placement issues
- 6 - Student has understanding of tone, some problems with breath support and vowel placement
- 4 - Student has weak tone, incorrect breathing and vowel placement
- 2 - Student has no concept of how to produce a workable tone, no concept of breath control or vowel placement

**Technique:**

- 10 – Student stands with correct posture and uses appropriate diction, (words clearly enunciated) esp. with melismatic passages
- 8 - Minor posture and diction inaccuracies
- 6 – Several inaccuracies in posture and diction
- 4 – Posture and diction are inaccurate
- 2 – Student has no understanding of correct posture, diction, and enunciation.

**Expression:**

- 10- Student sings with excellent expression using appropriate dynamics, phrasing, tempo and style elements
- 8 – Student has good expression with minor errors in dynamics, phrasing, tempo and /or style elements.
- 6 – Student has some expression with errors in dynamics, phrasing, tempo and/or style elements.
- 4 – Student has stiff or mechanical expression with no attention given to dynamics, phrasing, tempo, or style elements.
- 2 – Student has no concept of expression lacks the understanding of dynamics, phrasing correct tempo and style of piece.

**Intonation:**

- 10 – Student sings in tune throughout performance. Pitch adjustments are rare but made instantly, if needed.
- 8 - Student sings in tune with few cases of pitch problems. Problems occur due to minor breath support issue.
- 6 - Student sings most notes accurately with some out of tune pitches through out range. Breath support system is weak.
- 4 – Student sings out of tune and does not try to correct pitch. Breath support system is poor.
- 2 – Student has no tonal center and is unaware of tuning problem.

**Diction:**

- 10 - Diction is clear and consistent
- 8 – Diction is clear with minor inconsistencies
- 6 – Diction is correct some of the time
- 4 – Correct diction in frequent
- 2 – Diction inconsistent and inappropriate



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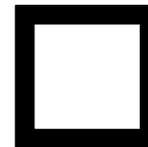


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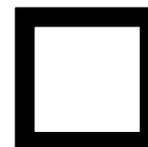
**Repertoire:**

- 10 - Choice of music appropriate for singer and audition
- 8 - Choice of music appropriate for audition but not for singer
- 6 - Choice of music appropriate for singers voice and style but not appropriate for audition
- 0 - No music choice was made, student could not audition



**Stage Presence:**

- 10 - Student introduces self, song they will perform and displays accurate song interpretation with adequate posture and support.
- 8 - Student introduces self does not introduce song and has good song interpretation, posture and support.
- 6 - Student introduces self does not introduce song has some difficulty with interpretation of song
- 4 - Student does not introduce self and or song has difficulty with interpretation of song
- 2 - Student does not have any awareness of correct posture or support. Does not introduce self or song and displays little to no understanding of song interpretation.



**Comments and Section Total:**

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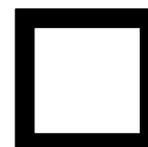
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**Section Two: Rhythm and Pitch Match (20 points)**

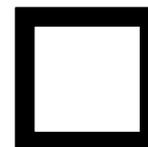
**Rhythm Match:**

- 10 - All rhythms performed accurately, Correct tempo and pulse throughout.
- 8 - A few minor problems in tempo and pulse ,minimal errors in rhythm.
- 6 - Lack of consistency in rhythms and pulse.
- 4 - Numerous errors in rhythm tempo and pulse inaccurate
- 2 - Little to no rhythm accuracy, pulse or tempo.



**Pitch Match:**

- 10 - All notes, intervals and /or phrases are performed with correct pulse and pitch accuracy
- 8 - Most notes intervals and/or phrases are sung with correct pulse and pitch accuracy. Minor errors.
- 6 - Precision is inconsistent, Errors in pitches and pulse.
- 4 - Numerous inaccurate pitches and incorrect pulse.
- 2 - Little to no understanding of pitch recognition, no attention to pulse.



**Comments and Section Total:**

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## **Section Three: Interview (10 points)**

Overall assessment based on interview.

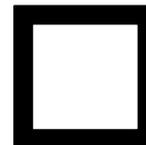
10-Demonstrates absolute potential for a professional music career and will be a strong asset to the school community.

8-Demonstrates potential for a professional music career with guidance and support. Will be a strong asset to the school community.

6-Demonstrates potential to be successful in an intensive 4-year music program. Will be a strong asset to the school community.

4-Demonstrates interest and some potential to be in an intensive 4-year music program. Will bring some positive traits to the school community.

2-Demonstrates no interest or no potential to be in an intensive 4-year music program. Will not bring positive traits to the school community.



**Total Score  
(all three sections combined):**



**Overall Comments:**

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\* Students will be ranked by their audition results, and, if applicable, their participation in the Celia Cruz Bronx High School of Music summer music program. State testing scores, report card grades, and middle school attendance are not taken into account when ranking students.