

Daily Rehearsal Grade Sheet

	A	B	C	D	F
Singing Posture	Student consistently demonstrates proper posture by standing straight, with feet shoulder width apart, or sitting straight with feet flat on the floor and rib cage erect.	Student usually demonstrates proper posture by standing straight, with feet shoulder width apart, or sitting straight with feet flat on the floor and rib cage erect.	Student sometimes demonstrates basic knowledge and procedures of proper singing posture, but is inconsistent, and not continual.	Student rarely demonstrates basic knowledge and procedures of proper singing posture, by showing signs of poor posture (slouching, leaning and/or crossing legs).	Student fails to demonstrate proper singing posture, by slouching, leaning and/or crossing legs.
Breath Control	Student consistently and correctly demonstrates the understanding that the diaphragm beneath the rib cage expands on the inhale breath, and collapses on the exhale, all the while keeping the shoulders and chest stationary and erect.	Student usually demonstrates the understanding that the diaphragm beneath the rib cage expands on the inhale breath, and collapses on the exhale, all the while keeping the shoulders and chest stationary and erect.	Student demonstrates basic knowledge and principles of correct breathing, but is inconsistent and not continual.	Student rarely demonstrates basic knowledge and principles of correct breathing, and breathes more from the chest, than from the diaphragm.	Student fails to demonstrate how to use the diaphragm (having the chest rise while breathing in and collapsing during the exhale).
Vocal Diction	Student consistently and correctly demonstrates the understanding that crisp diction is created with the lips, teeth, and tongue to enunciate and pronounce words while singing by moving the mouth and dropping the jaw.	Student usually demonstrates the understanding that crisp diction is created with the lips, teeth, and tongue to enunciate and pronounce words while singing by moving the mouth and dropping the jaw.	Student demonstrates basic knowledge and skills of proper vocal diction, but is inconsistent and not continual.	Student rarely demonstrates how to use the lips, teeth, and tongue to enunciate and pronounce words while singing (barely moving the mouth or dropping the jaw).	Student fails to demonstrate how to use the lips, teeth, and tongue to enunciate and pronounce words while singing (barely moving the mouth or dropping the jaw).
Tone Quality	Student consistently and correctly forms mouth to produce pure vowels and has complete control of all aspects of tone production.	Student usually forms mouth correctly to produce pure vowels and has excellent control of most aspects of tone production.	Student sometimes forms mouth correctly to produce pure vowels and has some control of basic aspects of tone production.	Student rarely forms mouth correctly to produce pure vowels and has little control of basic aspects of tone production.	Student fails to form mouth correctly to produce pure vowels and is seldom aware of the proper fundamentals of tone production.

Audience Etiquette Rubric

	A	B	C	D	F
Attentiveness	Student is always quiet and attentive when others are performing.	Student is usually quiet and attentive when others are performing.	Student is sometimes quiet and attentive when others are performing.	Student is rarely quiet and attentive when others are performing.	Student fails to remain quiet and attentive when others are performing.
Feedback/Reflection	Student consistently provides appropriate feedback/reflection of performance being observed.	Student usually provides appropriate feedback/reflection of performance being observed	Student sometimes provides appropriate feedback/reflection of performance being observed	Student rarely provides appropriate feedback/reflection of performance being observed	Student fails to provide appropriate feedback/reflection of performance being observed
Application	Student consistently provides suggestions for improvement.	Student usually provides suggestions for improvement.	Student provides suggestions for improvement.	Student rarely provides suggestions for improvement.	Student fails to provide suggestions for improvement.

Students are required to attend ALL performances. A student missing a performance must do a make-up assignment. Options for make-up are: perform a prepared solo (song must be pre-approved by Mrs. Motley, no pop songs allowed), or perform in a small group (one person per part) in front of the class. If no make-up assignment is completed, the final grade will be lowered by one letter.

In order to have a successful choir, everyone must be present and give 110%. Everyone should have the desire to sing, and make music. Remember, a choir is only as good as its weakest member!

If you have any questions or concerns, feel free to contact me at YMS: 630-553-4544 ext. 5718, or by e-mail: cmotley@y115.org.

Mrs. Motley
 YMS Choir Director
www.ymschoirs.com