

**ACDA Western Region
Performing Choirs Rubric
Pasadena 2024**

PERFORMANCE

	1: Poor 2: Fair 3: Good	4: Excellent	
Tone/Vocal Production	<p>Tone:</p> <ul style="list-style-type: none"> • Free & vibrant • Age appropriate • Respectful to the musical tradition of each piece <p>Production:</p> <ul style="list-style-type: none"> • Appropriate to the style • Respectful to the musical tradition and/or performance practice of the song 		
	1: Poor	2: Fair 3: Good	4: Excellent
Pitch and Intonation	<ul style="list-style-type: none"> • Notes/pitches are correct • Accurate melodic and harmonic relationships between intervals • Chords are in tune 		
	1: Poor 2: Fair 3: Good	4: Excellent	

Rhythmic Accuracy	<ul style="list-style-type: none"> • Demonstrated control of pulse, tempo, and rhythmic patterns appropriate to the musical tradition of each piece • Attacks and releases performed correctly • Appropriate tempi observed
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	1: Poor	2: Fair	3: Good	4: Excellent
Musical Expression and Style	<ul style="list-style-type: none"> • Phrasing is appropriate & respectful to the music tradition of each piece • Dynamics is appropriate & respectful to the music tradition of each piece • Articulations is appropriate & respectful to the music tradition of each piece • Word stress appropriate & respectful to the music tradition of each piece 			
	1: Poor	2: Fair	3: Good	4: Excellent
Diction	<ul style="list-style-type: none"> • Appropriate to the style of the piece • Respectful to the musical tradition of each piece 			
	1: Poor 2: Fair 3: Good			4: Excellent

Application Repertoire	<ul style="list-style-type: none"> • Repertoire forms a cohesive unit • Repertoire represents a variety of styles and musical traditions • Repertoire is representative of diverse cultures and communities • Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence 		
	1: Poor	2: Fair 3: Good	4: Excellent
Proposed Repertoire	<ul style="list-style-type: none"> • Proposed repertoire forms a cohesive unit • Proposed repertoire represents a variety of styles and musical traditions • Repertoire is representative of diverse cultures and communities • Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence 		

ENSEMBLE STATEMENT

	0: No	3: Yes
Purpose and relevance	<ul style="list-style-type: none"> • The statement suggests that social, cultural, and equity elements as they relate to the music are considered in the ensemble's process. • The statement suggests the ensemble would offer a unique experience for National ACDA conference attendees, particularly in comparison to past performances. 	

Context	<ul style="list-style-type: none">● The statement thoroughly provides context about the ensemble, program, and/or organization which helps the panel better understand how to evaluate the ensemble
Culturally Responsive Pedagogy	<ul style="list-style-type: none">● The statement suggests they take a student/community-centered approach to repertoire selection, pedagogy, and performance (i.e. programming music which reflects the cultural heritage of their community, consulting with culture bearers, and developing students' cultural competence)