Choir Rehearsal Evidence

Match a rehearsal observation with a focused next check.

Name _____ Date _____

For this paper task: PITCH = high/low accuracy; RHYTHM = timing; BALANCE = relative loudness among parts; DICTION = clarity of words. Use the written evidence, not an imagined recording.

Observation	What the teacher notices
A	One section starts a beat late.
B	The melody is covered by louder supporting parts.
C	A sustained note is below the target pitch.
D	The final consonant is unclear.

Use the model above. Write a brief answer for each item.

1. Which focus best matches observation A?

2. Which focus best matches observation B?

3. Which focus best matches observation C?

4. Which focus best matches observation D?

5. For A, choose: check the entry count OR make every part louder.

6. For B, choose: compare melody/support levels OR change the lyric.

7. For D, choose: coordinate the final consonant OR change the key.

8. Can this written task prove how an actual choir sounded?

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Use the model above. Write a brief answer for each item.

1. Which focus best matches observation A?

Rhythm (timing)

2. Which focus best matches observation B?

Balance

3. Which focus best matches observation C?

Pitch

4. Which focus best matches observation D?

Diction

5. For A, choose: check the entry count OR make every part louder.

Check the entry count.

6. For B, choose: compare melody/support levels OR change the lyric.

Compare melody and support levels.

7. For D, choose: coordinate the final consonant OR change the key.

Coordinate the final consonant.

8. Can this written task prove how an actual choir sounded?

No. You would need to listen to the choir.