**MAKING THE LEAP**

**To go from C to C+--Emphasis on Individual and Sectional Skills**

* **Correct and checked notes, words, intervals**
* **Make vocal production skills a focus of every rehearsal**
* **Focus on the basics of vocal production—appropriate alignment and breathing for singing**
* **Concentrate on singing in synch—start with breathing together. Develop a unified breathing plan**
* **Blend—Develop more supported, open resonance to blend individual voice qualities into sectional units**
* **Strive for uniform vowel sounds**
* **Unify phrase onsets and releases**
* **Work phrasing plan for unit understanding**
* **Reinforce need for vocal energy at all volume levels**
* **Concentrate on keeping faces and bodies energized and involved in the message of the song**
* **Work on maintaining a consistent tempo**
* **Plan little choreography**

**To go from C+ to B---Emphasis on Sectional Duetting**

* **100% correct and checked notes, words, intervals**
* **Make vocal production skills a primary focus with all chorus music to build skills and stamina in singing. Emphasis should continue on alignment and breathing but should also include clear phonation and open resonance**
* **Sing as a sectional unit**
* **Tuning/careful listening**
* **Key integrity**
* **Vowel match**
* **Concentrate on singing in synch—starting with breathing together, then moving to unit understanding of rhythms and movement of phrase plan**
* **Better internal synch (within phrases)**
* **Strive for uniform approach to the resonation of vowel sounds**
* **Work phrase flow, utilizing vowel-to-vowel singing, with consonants as transportation between vowel sounds**
* **Phrase finish**
* **Balance of parts and chords**
* **Coning within the range**
* **Forward motion**
* **Better tempo/rhythm—establishment, consistency and maintenance**
* **Reinforce need for vocal energy at all volume levels**
* **Continuous sound**
* **Concentrate on keeping faces and bodies energized and involved in the message of the song**

**To go from B- to B—Coaching Emphasis**

* **100% correct and checked notes, words, rhythms, intervals, and breaths from all singing members**
* **Make vocal production skills a primary focus with all chorus music to build skills and stamina in singing**
* **Concentrate on synchronization within the delivery of phrases as well as at phrase beginnings and endings**
* **Incorporate physical, vocal, and facial energy into all aspects of every song**
* **Work individual part responsibility within chords and phrasing plan**
* **Make chorus responsible for internalizing interpretive plan**
* **Start working on characterization in the visual plan and its delivery**

**To go from B to B+--Quartetting Emphasis**

* **100% correct and checked notes, words, rhythms, intervals, inflections, dynamics, and breaths from all singing members**
* **Work individual vocal skills to make them habitual with singers and build individual confidence**
* **Attention to musical plan: dynamics, lyrical meaning, structural understanding of arrangement**
* **Creative phrase design; embellishment attention**
* **Work in small performance groups to develop greater sense of responsibility for unit and foster artistry at the individual level**
* **Apply phrase flow skills to artistic delivery of message of the song striving for constant sense of forward motion**
* **More attention to design, fit and detail on costumes**
* **Chorus can perform without director and stay in synch**
* **Characterization is evident in all singing material; theatrical skills are consistent part of performance.**
* **Higher energy apparent**
* **Audience drawn in**

**To go from B+ to the A Level—Performance Emphasis**

* **100% correct and checked notes, words, rhythms, intervals, inflections, dynamics, and breaths from all singing members with faces and bodies fully engaged in the effort to sell the musical message**
* **Work individual vocal skills to make them habitual with singers and build individual confidence. Strive for a level of quartet proficiency and total vocal freedom for each singer**
* **Intuitive attention to musical plan: dynamics, lyrical meaning, structural understanding of arrangement**
* **Transcending technique**
* **Creative phrase design; embellishment attention**
* **Perform in small groups to develop greater sense of responsibility for smaller choral units and foster artistry at the individual level**
* **Apply phrase flow skills to artistic delivery of message of the song striving for constant sense of forward motion and message delivery.**
* **More attention to design, fit and detail on costumes**
* **Chorus can perform without director, sing in continuous tune, and stay in synch**
* **Characterization is evident in all singing material; theatrical skills are consistent part of performance.**
* **Higher energy apparent**
* **Intuitive choreography delivery**
* **Audience drawn in because musical message is delivered with heart**
* **Chorus develops style, congruence, finesse**
* **Entertainment and audience contact is principle consideration**