



# Recital Request Form Department of Music

Office Use Only
Received by:
Date Submitted:
Recital Date:
Dept. Chair Approval:

**PLEASE PRINT CLEARLY**

1. Your name: \_\_\_\_\_
2. M#: \_\_\_\_\_
3. Phone Number: \_\_\_\_\_
4. Email: \_\_\_\_\_
5. Instrument/Voice part: \_\_\_\_\_
6. Degree Program:

BM with Education \_\_\_\_\_      BM Performance \_\_\_\_\_      BA \_\_\_\_\_

**Type of Recital**      Non-degree \_\_\_\_\_      Junior \_\_\_\_\_      Senior \_\_\_\_\_

**Length of Recital**

Full Recital (50 minutes): \_\_\_\_\_      Half Recital (25 minutes): \_\_\_\_\_

Are you sharing recital **YES** or **NO**. If yes then with whom? \_\_\_\_\_

**Please indicate three choices for scheduling**

	<b>Date</b>	<b>Time</b>	<b>Location</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Please specify if your recital requires any special instruments/technology (harpsichord, electronics, etc.)  
\_\_\_\_\_

APPLIED INSTRUCTOR SIGNATURE: \_\_\_\_\_  
(Signature indicates approval of recital request and dates)

COLLABORATIVE PIANIST SIGNATURE (if needed): \_\_\_\_\_  
(Signature indicates approval of recital request and dates)

Dr. Morrow's signature for use of harpsichord ONLY: \_\_\_\_\_

# Student Recital “To Do” Checklist

- Finalize repertoire with instructor.  
(3-6 months before recital)
- Complete the Recital Request Form and  
return to Music Office.  
(2-4 months before recital)
- Coordinate a Recital Hearing date.  
(4-6 weeks before recital)
  - o Choose additional faculty to s
  - o erve on your Recital Hearing  
Committee.
  - o Recital hearing(3-4 weeks before  
recital)
  - o Program notes due at recital hearing.
- Obtain Student Recital Program Template.  
(4-6 weeks before recital)
- Turn in recital program to Dept. Secretary.  
(3-4 weeks before recital)
- If desired, arrange a post recital reception.  
(3-4 weeks before recital)
- Arrange for recording/videotaping of recital.  
(2-4 weeks before recital)

# Midwestern State University

Lamar D. Fain College of Fine Arts  
Department of Music presents

## Senior Recital

### First Last Name, Area of Study

### Accompanist Name and Instrument

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Piece Title      Composer Name (1999-1999)

Piece Title      Composer Name (1999-1999)

I.      Movement

II.     Movement

III.    Movement

Piece Title      Composer Name (1999-1999)

Piece Title      Composer Name (1999-1999)

*First Last Name, Instrument (\*Person joining  
onstage\*)*

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This recital is presented in partial fulfillment of  
the degree requirements for \*Bachelor of Music  
with Teacher Certification/ Bachelor of Music  
in Performance

\*Mr./Ms. **Last Name** is a student of \*Dr. **First  
Last Name**

**Saturday afternoon**  
**Year**  
**Akin Auditorium**  
**Time**

**Month day,**



# Recital Preview Form

Student Name: \_\_\_\_\_

Recital Hearing Date and Time: \_\_\_\_\_

Recital Date and Time: \_\_\_\_\_

Please list repertoire performed and any personnel besides accompanist below:

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\_\_\_\_\_ **Have**    \_\_\_\_\_ **Have Not**    \_\_\_\_\_ **Conditionally**(see below) approved this recital for performance.

\_\_\_\_\_

Private Instructor

\_\_\_\_\_

Committee Member

\_\_\_\_\_

Committee Member

\_\_\_\_\_

Accompanist

### Piano Rubric

	Superior (A)	Excellent (B)	Good (C)	Fair (D)	Poor (F)	n/a
<b>Musicianship</b>	Highest level of musicianship, with well-shaped phrases, observed dynamics, and appropriate style	High level of musicianship, with most phrases well-shaped, most dynamics and style observed	Moderate level of musicianship, with inconsistent attention to phrasing, dynamics, and style	Limited level of musicianship of phrasing, dynamics, and style	Lack of musicianship, with little observation of phrasing, dynamics, and style	
<b>Balance</b>	Balance is consistently voiced and clear throughout the composition	Balance is consistently voiced and clear in most of the composition	Balance is inconsistently produced in some of the composition	Balance is inconsistently produced in most of the composition	Balance is not clear in any part of the composition	
<b>Tempo</b>	Tempo is consistent with indicated markings	Tempo approaches indicated markings	Tempo varies from indicated markings	Tempo is inaccurate	Tempo is inaccurate and inconsistent	
<b>Rhythm</b>	Rhythmic figures are accurate	Most rhythmic figures are accurate	Many rhythmic figures are accurate	Some rhythmic figures are accurate	Most rhythmic figures are inaccurate	
<b>Articulation</b>	Highest level of articulation	High level of articulation	Moderate level of articulation	Limited level of articulation	Poor articulation	
<b>Note Accuracy</b>	Notes are accurately performed	Most notes are accurately performed	Many notes are accurately performed	Numerous notes are inaccurately performed	Most notes are inaccurately performed	
<b>Memorization</b>	Memorization is accurate	Memorization is mostly accurate	Memorization is inconsistent with a few lapses	Memorization is inconsistent with many lapses	Memorization has major lapses	
<b>Presentation</b>	Highest level of stage presence	High level of stage presence	Moderate level of stage presence	Limited level of stage presence	Lack of stage presence	
<b>Attire</b>	Professional attire		Moderately professional attire		Inappropriate attire	

Comments:

### Winds and Percussion Rubric

	Superior (A)	Excellent (B)	Good (C)	Fair (D)	Poor (F)	n/a
<b>Musicianship</b>	Highest level of musicianship with well-shaped phrases, observed dynamics, and appropriate style	High level of musicianship with well-shaped phrases, observed dynamics, and appropriate style	Moderate level of musicianship, with inconsistent attention to phrasing, dynamics, and style	Limited level of musicianship of phrasing, dynamics, and style	Poor musicianship with little or no observation of phrases, dynamics, and style	
<b>Collaboration</b>	Student collaborates well with the accompanist throughout entire performance	Student collaborates well with the accompanist most of the performance	Student collaborates well with the accompanist some of the performance	Student does not collaborate with the accompanist most of the performance	Student does not collaborate with the accompanist	
<b>Tempo</b>	Tempo is consistent with indicated markings	Tempo approaches indicated markings	Tempo varies from indicated markings	Tempo is inaccurate	Tempo does not reflect indicated markings	
<b>Rhythm</b>	Rhythms are accurate	Most rhythms are accurate	Many rhythms are accurate	Many rhythms are incorrect	Most rhythms are incorrect	
<b>Articulation</b>	Articulations performed as indicated	Most articulations performed as indicated	Many articulations performed as indicated	Many articulations performed inaccurately	Most articulations performed inaccurately	
<b>Note Accuracy</b>	Notes are accurately performed	Most notes are accurately performed	Many notes are accurately performed	Many notes are inaccurately performed	Most notes are inaccurately performed	
<b>Tone</b>	Tone is consistently full and clear	Tone is full and clear	Tone is somewhat full and clear	Tone is inconsistent	Tone is poor	
<b>Intonation</b> (with piano, if applicable)	Notes are centered and in tune for all registers	Notes are centered and in tune for most registers	Many notes are centered and in tune for some registers	Many notes are performed with inconsistent intonation	Most notes are performed with inconsistent intonation	
<b>Presentation</b>	Highest level of stage presence	High level of stage presence	Moderate level of stage presence	Limited level of stage presence	Lack of stage presence	
<b>Attire</b>	Professional attire		Moderately professional attire		Inappropriate attire	

Comments:

### Voice Rubric

	Superior (A)	Excellent (B)	Good (C)	Fair (D)	Poor (F)	n/a
<b>Musicianship</b>	Highest level of musicianship, with well-shaped phrases, observed dynamics, and appropriate style	High level of musicianship, with most phrases well-shaped, most dynamics and style observed	Moderate level of musicianship, with inconsistent attention to phrasing, dynamics, and style	Limited level of musicianship of phrasing, dynamics, and style	Lack of musicianship, with little observation of phrasing, dynamics, and style	
<b>Collaboration</b>	Student collaborates well with the accompanist throughout entire performance	Student collaborates well with the accompanist most of the performance	Student collaborates well with the accompanist some of the performance	Student does not collaborate with the accompanist most of the performance	Student does not collaborate with the accompanist	
<b>Tone</b>	Tone is consistent, Full, clear, and centered in all registers	Tone is consistent, Full, clear, and centered in most registers	Inconsistent tone produced in some registers	Inconsistent tone produced in some all registers	Tone is inconsistent and un-centered in all registers	
<b>Tempo and Rhythm</b>	Tempos are consistent and rhythms accurate	Most tempos approach indicated markings. Most rhythms are accurate	Tempo varies from markings. Many rhythmic patterns are correct	Tempo is inaccurate. Many rhythmic patterns are incorrect	Tempo is mostly inaccurate. Most rhythm patterns are incorrect	
<b>Pitch Accuracy and Intonation</b>	Pitches are accurately performed with notes centered and in tune	Most pitches are accurately performed and in tune	Many pitches are accurately performed and in tune	Numerous pitch inaccuracies and inconsistent intonation	Most pitches are inaccurate, consistent intonation errors	
<b>Articulation and Diction</b>	Highest level of articulation, diction, and pronunciation	High level of articulation, diction, and pronunciation	Moderate level of articulation, diction and pronunciation	Limited level of articulation, articulation, diction and pronunciation	Poor articulation, diction, and pronunciation	
<b>Memorization</b>	Memorization is accurate	Memorization is mostly accurate	Memorization is inconsistent with a few lapses	Memorization is inconsistent with many lapses	Memorization has major lapses	
<b>Presentation</b>	Highest level of stage presence	High level of stage presence	Moderate level of stage presence	Limited level of stage presence	Lack of stage presence	
<b>Attire</b>	Professional attire		Moderately professional attire		Inappropriate attire	

Comments: