



Vocal Music Portfolio

Please read through the requirements for Viking Vocal Scholar and adhere to the following deadlines.

Important Dates:

Application Opens: February 6, 2026

Application Deadline: February 17, 2026

Portfolio Deadline: March 20, 2026 - to the main office by 3:00pm

The interviews and performances will be scheduled during Friday, April 17, 2026 after 1:00 p.m.

The Viking Scholar Recognition Reception is tentatively scheduled for Friday, May 8, 2026 @ 1:15 p.m.

Step 1: Complete application and submit by the deadline. You will need to login to csd docs to complete this: [Click here for Application Link](#)

Step 2: You will receive a letter informing you whether you are moving on to the portfolio round.

There are three components to the Viking Scholar Vocal Music Portfolio:

- A one-page, double-spaced, typed response to the following prompt:
 - What is your name, age, grade, and a short introduction about yourself? Why is music important to you? How has music shaped you as a person? In what ways do you use your music skills at your school or in the community? What role do you anticipate music playing in your life in the future? Why do you feel you would make a great Viking Scholar in vocal music?
- A copy of the sheet music that you will perform in the interview round. *Please carefully read the text below about the style of music required in the Viking Scholar competition. Please ask Mrs. Mosyjowski any clarifying questions.*
- These both should be put together neatly in a professional manner, such as a binder labeled with your name and “Viking Scholar Application”, a professional folder, etc. Students are welcome to include a headshot photo and resume of music experience, but it is not required.

Vocal music students applying for the Viking Scholar in Vocal Music must prepare a classical style vocal piece. This includes art songs, arias, classical jazz, some folk songs, and vocal contest music songs. Music genres of pop, indie, rap, country, alternative, or contemporary musical theater are not permitted for this scholarship. Students must provide their own accompanist or a clear and easily accessible accompaniment recording in the correct key. Foreign language pieces are welcome. Here is a list of appropriate songs: [Viking Scholar Song List Suggestions](#)

Vocal music applicants will also be asked to perform a short sight singing exercise to show their musical knowledge and ability to read and perform music quickly. There will also be a short rhythm exercise that the student will be asked to speak and clap to check for rhythmic accuracy.

The solo performances will be judged in the areas of tone quality, intonation, rhythm and tempo, technique, musicality, appropriate literature, and professional appearance. Students should come to the performance dressed professionally with their sheet music, piano accompanist and/or be able to search an easily accessible piano accompaniment link to use during the performance.

The rubric on the following page will be used to assess the solo performances.

| | I | III | V |
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| Tone Quality: Clarity, openness, resonance, and warmth | Open, rich, focused tone; clear, warm, resonant tone quality in all ranges and registers | Clarity and openness is present, but inconsistent; high-quality tone in most ranges and registers | Tone lacks full resonance; it is bright or harsh at times |
| Intonation: Pitch accuracy, adjustments | Pitch is consistent with printed music; adjustments are made instantly when necessary | Pitch is generally accurate with some minor errors; adjustments are not immediate | Many inaccuracies between the printed music and the performance; few adjustments are made |
| Rhythm/Tempo: Correct note duration, rests, and meter; steady & appropriate tempo. | Rhythmically accurate; steady beat maintained; tempo accurate to printed score | Occasional rhythmic errors; there is usually a steady beat; tempo vary from the printed score | Frequent rhythmic errors; beat is not steady, but varies; tempo are misinterpreted or fluctuate |
| Technique: Correct articulation; vocal control and agility; mechanical skill | Clear and distinct attacks, releases, phrasing, legato and staccato; smooth transitions between registers; student shows superior facility performing on the instrument | Some lapses in appropriate attacks, releases, phrasing, legato and staccato; musical elements present, but not consistent in all ranges; overall good performance | Musical elements inconsistent throughout all ranges and registers; lack of coordination; little control of instrument |
| Musicality: Dynamics; expression | Sizeable difference between soft and loud; emotion is present & evident; clear story is being told. | Some difference between soft and loud; some expressive qualities. | Mostly one dynamic level is used; very little expression or emotion is used |
| Performance factors: appearance; appropriate literature | Appearance and mannerisms are professional and appropriate; literature is of a classical genre and appropriate ability level for the performer. | Appearance is somewhat unprofessional; literature may be too easy or too difficult for the performer, or slightly from the wrong genre. | The individual lacks professionalism in their appearance; literature is not from the required genre; difficulty level does not match the performers abilities. |

