

# MUSIC – SOLO

## University of Memphis Language Fair 2026

### **i** GUIDELINES

- **Solo** — Foreign language students, native and heritage speakers/learners, and speakers of cognate languages are welcome to participate in this event.
  - **Native Speaker** – the majority of formal education is in the target language
  - **Heritage Speaker/Learner** – the majority of formal education is in English, but the target language is commonly used for communication in the home
  - **Second Language Learner** – little or no experience with the target language outside of formal education
  - **Cognate languages** are ones that closely related to the language being tested, such as Portuguese speakers in Spanish contests. Speakers of cognate languages are excluded from the vocabulary quiz in the name of fairness and may not participate in this event.
- The piece chosen must be a vocal selection, must be relevant to the culture, and must be introduced by a brief, one-minute explanation of its relevance in the target language.
- Performances should not exceed five minutes (including the introduction).
- Purely instrumental selections are not allowed.
- Participants must provide their own equipment. Speakers, pianos, etc. will not be provided.
- Students participating must be studying the language of the musical piece.
- Competitors who have won prizes in past years may not compete using the same musical piece.
- Maximum of **three (3)** solos per class period.
- On the day of the Fair, students will sign up for the order in which they will present at the room for the event. The student will also pick up a judging sheet at registration. The student must complete the top part of the form and give it to a judge of the competition before the competition begins. The judge(s) will use the form to judge the students as they perform.

### **i** JUDGING

CRITERIA	OUTSTANDING (4)	NOTEWORTHY (3)	FAIR (2)	POOR (1)
<b>Level-Appropriate Pronunciation</b>	Few or no errors, <b>completely comprehensible</b> .	Comprehensible, though <b>some errors</b> ; errors do not impede comprehension	<b>Adequate</b> , though errors might occasionally impede comprehension	<b>Incomprehensible / Inadequate</b>
<b>Interpretation</b>	The interpretation shows <b>unique</b> and <b>creative</b> interpretation with <b>great attention to details</b> .	The interpretation shows <b>creative</b> interpretation with <b>attention to detail</b> .	The interpretation shows an <b>attempt at creativity</b> with <b>some attention to detail</b> .	The interpretation is <b>not creative</b> and shows <b>no attention to detail</b> .
	<b>OUTSTANDING (2)</b>	<b>NOTEWORTHY (1.5)</b>	<b>FAIR (1)</b>	<b>POOR (.5)</b>
<b>Introduction</b>	Student provides <b>outstanding</b> explanation of the selection within the appropriate time allotted. Includes all required elements.	Student provides <b>adequate</b> explanation of the selection within the appropriate time allotted. Introduction may be missing 1-2 required elements.	Student provides a <b>somewhat inadequate</b> explanation of the selection <b>outside the allotted time frame</b> . Introduction may be missing several required elements.	Student provides an <b>inadequate</b> explanation of the selection, exceeds the time limit, or doesn't provide an introduction.

If teachers have any questions about the music categories, please visit [www.memphis.edu/fair/](http://www.memphis.edu/fair/) or contact [flfair@memphis.edu](mailto:flfair@memphis.edu).

Judges will determine whether the **music performance** has real learning value for the competitor in the event of a tie.