

MMEA-WD JR./SR. Festival

Adjudicator's Form

Jazz Sax & Brass

Student Initials _____

Remainder of form for adjudicator use only.

Reg. Book ____ Computer ____ Final Score

LEAD SHEET EVALUATION

(check ONE box ONLY per category)

TONE The student's tone:

- 10 is full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 8 is of a characteristic tone quality in most ranges, but distorts in some passages.
- 6 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently.)
- 4 has several flaws in basic production (i.e., consistently thin/unfocused sound, forced, breath not used efficiently).
- 2 is a tone quality which hinders the quality of performance.

INTONATION The student's intonation:

- 10 is accurate in all ranges and registers.
- 8 is mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.
- 6 is somewhat accurate, but includes out of tune notes. The student adjusts these problem pitches with some success.
- 4 exhibits a basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches.
- 2 is not accurate and hinders the quality of performance.

MELODIC ACCURACY The student performs:

- 10 all pitches/notes accurately.
- 8 most pitches/notes accurately
- 6 the majority of pitches/notes accurately; however has some difficulty with melodic precision.
- 4 several inaccurate pitches/notes but displays basic understanding of melodic control.
- 2 inaccurate pitches/notes throughout the performance. (i.e., missing key signatures, accidentals).

RHYTHMIC ACCURACY The student performs:

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrectly or inconsistently.
- 2 the majority of rhythmic patterns incorrectly.

TEMPO The student's tempo:

- 10 is accurate and consistent with the printed tempo marking(s).
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 is inconsistent, (rushing, dragging, inaccurate temp changes).
- 2 is not accurate or consistent.

Adjudicator Comment

TECHNIQUE/ARTICULATION The student demonstrates:

C=Consistently S=Sometimes R= Rarely

Check the one box that applies to each category

C S R C=5 pts. S=3 pts. R=1 pts

- appropriate and accurate use of jazz articulation.
- appropriate jazz inflections as marked (i.e., scoops, dots, etc.).
- appropriate style of eighth note used.
- appropriate mood as it relates to musical setting.
- appropriate length of notes as marked (i.e., legato, staccato, etc.).

Comments

INTERPRETATION The student performs:

C=Consistently S=Sometimes R= Rarely

Check the one box that applies to each category

C S R C=5 pts. S=3 pts. R=1 pts.

- swing eighth notes are appropriate to the particular style and period of the solo.
- with a high level of musicality, including well shaped phrases and dynamics
- syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to the syncopation.
- with appropriate amount and style of vibrato with regard to the period and style of the solo.
- with an appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow.

Comments

Sub
Total
Score:

MMEA-WD JR./SR. Festival

Adjudicator's Form

Jazz Scales, Sight-Reading & Improvisation
Melodic Inst.
 Student Initials _____

Remainder of this form is for adjudicator use only.

SIGHT-READING EVALUATION

(check ONE box only per category)

RHYTHMIC ACCURACY The student performs:

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrectly or inconsistently.
- 2 the majority of rhythmic patterns incorrectly.

MELODIC ACCURACY The student performs:

- 10 all pitches/notes accurately.
- 8 all but 1 or 2 pitches/notes accurately.
- 6 all but 3 or 4 pitches/notes accurately.
- 4 more than 4 inaccurate pitches/notes.
- 2 inaccurate pitches/notes throughout the performance. (i.e., missing key signatures, accidentals)

INTERPRETATION The student demonstrates

- 10 the highest level of musicality including well-shaped phrases and dynamics.
- 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 6 a moderate level of musicality/expression within the performance.
- 4 only a limited amount of musicality/expression within performance.
- 2 an absence of musical interpretation within the performance.

TECHNIQUE The student demonstrates:

(Check ALL that APPLY -- worth 2 points each)

- 2 appropriate and accurate use of jazz articulation.
- 2 appropriate jazz inflections as marked (i.e., scoops, doits, etc.).
- 2 appropriate style of eighth note used.
- 2 appropriate mood as it relates to musical setting.
- 2 appropriate length of notes as marked (i.e., legato, staccato, etc.).

SCALE EVALUATION

*Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance. The student performs:

___ Maj. ___ Maj. ___ Blues ___ Chrom.

- | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------------|
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | all pitches/notes accurately |
| 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | all but 1-2 pitches accurately |
| 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | all but 3-4 pitches accurately |
| 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | all but 5-6 pitches accurately |
| 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | missing more than 6 pitches |

TECHNIQUE The student performs: (Check ALL that APPLY)

- 1 with adequate breath control/support.
- 1 consistently both ascending and descending
- 1 all scales with even and consistent pulse at the required tempo.
- 1 all scales with appropriate control of articulation
- 1 all scales with a consistent, acceptable tone quality in all registers.

IMPROVISATION EVALUATION

TONALITY The student performs:

- 10 all melodic patterns in proper context of all contrasting harmonic changes.
- 8 most melodic patterns in proper context of contrasting harmonic changes.
- 6 many melodic patterns in proper context of contrasting harmonic changes.
- 4 only some melodic patterns in proper context of contrasting harmonic changes, mainly with relation to the tonic.
- 2 outside the context of the harmonic changes.

RHYTHM The student performs:

- 10 advanced rhythmic patterns (i.e., pickups, syncopation, etc.) which are creative and appropriate to the style and setting of the accompaniment.
- 8 contrasting rhythmic patterns which include divisions and/or subdivisions of large beats and show competence in rhythmic creativity.
- 6 a few interesting rhythmic patterns (divisions and/or subdivisions) but without much contrast.
- 4 with a proper sense of meter throughout, but only creates uncomplicated rhythmic patterns (large beat reference).
- 2 with a fairly consistent tempo (steady beat) throughout, but solo lacks rhythmic creativity.

CONCEPTUAL UNDERSTANDING

The student demonstrates:

(Check ALL that APPLY -- worth 2 points each)

- 2 a comprehensive conceptual design of large scale solo architecture (a beginning, a middle, and an end).
- 2 motivic development (use of sequential extensions)
- 2 a sense of musical syntax with correlating melodic and harmonic resolutions.
- 2 linear/melodic invention rather than a reliance on unrelated melodic licks/scale sequences.
- 2 a chosen mood appropriate to musical setting.

CREATIVITY

The student demonstrates:

(Check ALL that APPLY -- worth 2 points each)

- 2 conversational interplay between solo and accompaniment and/or linear solo melodic dialog.
- 2 original solo, melodic ideas offered in a fresh personal style.
- 2 original rhythmic patterns that logically extend beyond rhythms of the accompaniment.
- 2 flexible use of elements of expression (dynamics, accents, etc.)
- 2 a degree of freedom/curiosity within acknowledged context of tonality and meter.

Adjudicator Comment:

Sub
total
Score