

Jazz Piano, Bass, and Guitar Adjudication Sheet – Middle School

Student Name _____
School _____
Grade _____
Instrument _____

Students do not fill in this section:

Solo Title _____
Judge Code _____
Total Score _____

Group _____
Part _____

*If you are auditioning for more than one group, please indicate your preference by assigning each group a number with "1" being your first choice: BAND _____ ORCHESTRA _____ JAZZ _____ CHORUS _____

SOLO EVALUATION

NOTE ACCURACY

The student performs: (Check ONE only)

- 15 ☐ no note errors, overall accurate performance.
12 ☐ a few incorrect notes that did not detract from the overall performance.
9 ☐ some incorrect notes that detract at times from the overall performance.
6 ☐ many incorrect notes that substantially detract from the overall performance. Student was unable to complete passages.
3 ☐ significant number of note errors, whole sections incorrectly performed.

INTONATION

The student's intonation: (Check ONE only)

- 15* ☐ is accurate throughout, in all ranges and registers. *(Check here for Piano)
12 ☐ is accurate and demonstrates minimal intonation difficulties, but the student fails to adjust on isolated pitches.
9 ☐ is mostly accurate, but includes out of tune notes. The student does not adjust problem pitches to an acceptable standard of intonation.
6 ☐ exhibits a basic sense of intonation, yet has significant problems, student makes no apparent attempt at adjustment of problem pitches.
3 ☐ is not accurate. Student's performance is continuously out of tune.

RHYTHMIC ACCURACY

The student performs: (Check ONE only)

- 15 ☐ no rhythm errors, an overall accurate performance.
12 ☐ a few rhythm figures incorrectly, including short continuous sections of imprecision.
9 ☐ some rhythm figures incorrectly, including short continuous sections of imprecision.
6 ☐ many rhythm figures incorrect that detracted from overall performance. Student was unable to complete passage(s).
3 ☐ significant number of rhythm errors, whole sections incorrectly performed.

TEMPO

The student's tempo: (Check ONE only)

- 15 ☐ is accurate and consistent with the printed tempo markings.
12 ☐ is accurate with the printed tempo markings, yet with minimal variations of tempo (i.e. rushing or dragging)
9 ☐ approaches the printed tempo markings, yet the performed tempo does not detract significantly **from** the performance.
6 ☐ approaches the printed tempo markings, yet with minimal variations or tempo (i.e. rushing or dragging)
3 ☐ is not accurate, appropriate, or consistent.

STYLE / TECHNIQUE

The student performs or demonstrates: (Check ALL that apply — worth 2 points each)

- | | |
|--------------------------|------------------------------------------|
| <input type="checkbox"/> | performs the intended dynamic contrasts |
| <input type="checkbox"/> | appropriate and accurate fingering |
| <input type="checkbox"/> | appropriate slurs as marked |
| <input type="checkbox"/> | appropriate accents as marked |
| <input type="checkbox"/> | appropriate ornamentation as marked |
| <input type="checkbox"/> | length of notes appropriate to the style |
| <input type="checkbox"/> | appropriate jazz rhythmic style |
| <input type="checkbox"/> | appropriate jazz phrasing |
| <input type="checkbox"/> | No Points Awarded Here |

SOLO TOTAL (76 points) _____

SCALES

*Create a button that says “No Scale Requirement”—have that zero out this section

NOTE ACCURACY

The student performs: (Check ONE only for each column)

- | | Jazz | Chr | |
|---|--------------------------|--------------------------|----------------------------------------------------|
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | every pitch accurately (0 errors). |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | most pitches accurately (1-2 errors). |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | many pitches accurately (3-4 errors). |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | numerous inaccurate pitches (5-6 errors) |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | a large number of inaccurate pitches (7-8 errors). |
| 0 | <input type="checkbox"/> | <input type="checkbox"/> | No Valid Attempt Made |

TECHNIQUE

The student performs: (Check ALL that apply in each column — worth 1 point each Jazz & Chromatic)

Jazz Chr

- | | | |
|--------------------------|--------------------------|--------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | at required tempo or faster. |
| <input type="checkbox"/> | <input type="checkbox"/> | with consistent, even tempo. |
| <input type="checkbox"/> | <input type="checkbox"/> | with appropriate rhythmic pattern. |
| <input type="checkbox"/> | <input type="checkbox"/> | with appropriate articulation as required. |
| <input type="checkbox"/> | <input type="checkbox"/> | with full even tone throughout. |
| <input type="checkbox"/> | <input type="checkbox"/> | No Points Awarded Here |

REMEMBER to check ALL that apply for rating scales inside a box

SCALES TOTAL (20 points) _____

COMPING/WALKING

*Create a button that says “No Comping/Walking Requirement”—have that zero out this section

The student demonstrates: (N=Never=0, S=Sometimes=3, A=Always=6)

***These numbers should not be seen by the judges, but should show on the score sheet

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NSA | harmonic accuracy - displays (a) an understanding of harmonic sequence (b) use of proper chord functions/bass line note choices and appropriate voice leading. |
| NSA | rhythmic accuracy - displays a precision of chord voicings/bass lines in tempo |
| NSA | appropriate style - character of chordal accompaniment/bass lines appropriate to musical setting. |

COMPING/WALKING TOTAL (12 points) _____

SIGHT-READING

NOTE ACCURACY

The student performs: (Check ONE only)

- | | | |
|----|--------------------------|--------------------------------------------------------------------------------------------|
| 10 | <input type="checkbox"/> | no note errors, overall accurate performance (0 errors). |
| 8 | <input type="checkbox"/> | a few incorrect notes that did not detract from the overall performance (1-2 errors). |
| 6 | <input type="checkbox"/> | some incorrect notes that detract at times from the overall performance (3-5 errors). |
| 4 | <input type="checkbox"/> | many incorrect notes that substantially detract from the overall performance (6-8 errors). |
| 2 | <input type="checkbox"/> | significant number of note errors. Student was unable to complete passage(s). |
| 0 | <input type="checkbox"/> | No Valid Attempt Made |

RHYTHMIC ACCURACY

The student performs: (Check ONE only)

- | | | |
|----|--------------------------|----------------------------------------------------------------------------------------------------|
| 10 | <input type="checkbox"/> | no rhythm errors, overall accurate performance (0 errors). |
| 8 | <input type="checkbox"/> | a few rhythm figures incorrectly, including short continuous sections of imprecision (1-2 errors). |
| 6 | <input type="checkbox"/> | some rhythm figures incorrectly, including short continuous sections of imprecision (3-5 errors). |
| 4 | <input type="checkbox"/> | many rhythm figures incorrectly that detracted from overall performance (6-8 errors). |
| 2 | <input type="checkbox"/> | significant number of rhythm errors. Student was unable to complete passage(s). |
| 0 | <input type="checkbox"/> | No Valid Attempt Made. |

STYLE / TECHNIQUE

The student performs or demonstrates: (Check ALL that apply — worth 1 point each)

GIVE CREDIT FOR ALL ITEMS NOT REPRESENTED IN THE MUSIC.

- | | |
|--------------------------|-----------------------------------------------|
| <input type="checkbox"/> | tempo consistent with tempo indicators |
| <input type="checkbox"/> | the intended dynamic contrasts |
| <input type="checkbox"/> | appropriate and accurate tonguing / fingering |
| <input type="checkbox"/> | appropriate slurs as marked |
| <input type="checkbox"/> | appropriate accents as marked |
| <input type="checkbox"/> | length of notes appropriate to the style |
| <input type="checkbox"/> | appropriate jazz rhythmic style |
| <input type="checkbox"/> | appropriate jazz phrasing |
| <input type="checkbox"/> | No Points Awarded Here |

SIGHT-READING TOTAL (28 points) _____

IMPROVISATION EVALUATION

*Create a button that says “No Improvisation Requirement”—have that zero out this section

TONALITY

The student performs: (Check ONE only)

- 5 ☐ all improvised phrases in proper context of all contrasting harmonic changes
- 4 ☐ most improvised phrases in proper context of all contrasting harmonic changes.
- 3 ☐ many improvised phrases in proper context of all contrasting harmonic changes
- 2 ☐ some improvised phrases in proper context of all contrasting harmonic changes
- 1 ☐ outside the context of harmonic changes

RHYTHM

The student's intonation: (Check ONE only)

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

INTERPRETATION

The student performs: (Check ONE only)

- 5 ☐ the highest level of musicality including well-shaped phrases and dynamics
- 4 ☐ a high level of musicality, but some phrases or dynamics are not consistent with the overall level of expression.
- 3 ☐ a moderate level of musicality and musical understanding.
- 2 ☐ a limited amount of musicality and musical understanding.
- 1 ☐ very little musical understanding.

Improvisation Total (15 points) _____

COMMENTS

Judge Code _____ **Date** / /