

Jazz Winds 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

tone

The student's tone: (Check ONE only)

- 15 ☐ is full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
 12 ☐ is of a characteristic tone quality in most ranges but distorts occasionally in some passages.
 9 ☐ exhibits some flaws in production (i.e. a slightly thin or unfocused sound, somewhat forced, breath not always used efficiently, etc.).
 6 ☐ has several major flaws in basic production (i.e. consistently thin or unfocused sound, forced, breath not used efficiently).
 3 ☐ is not a tone quality characteristic of the instrument.

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.
 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)

- ☐ performs the intended dynamic contrasts
☐ appropriate and accurate tonguing / fingering
☐ appropriate slurs as marked
☐ appropriate accents as marked
☐ appropriate ornamentation as marked
☐ length of notes appropriate to the style
☐ appropriate jazz rhythmic style
☐ appropriate jazz phrasing
☐ **No Points Awarded Here**

SOLO TOTAL (91 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"/>	every pitch accurately (0 errors).
4	<input type="checkbox"/>	most pitches accurately (1-2 errors).
3	<input type="checkbox"/>	many pitches accurately (3-4 errors).
2	<input type="checkbox"/>	numerous inaccurate pitches (5-6 errors)
1	<input type="checkbox"/>	a large number of inaccurate pitches (7-8 errors).
0	<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) _____

SIGHT-READING

NOTE ACCURACY

The student performs: (Check ONE only)

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

RHYTHMIC ACCURACY

The student performs: (Check ONE only)

- 10 ☐ no rhythm errors, overall accurate performance (0 errors).
- 8 ☐ a few rhythm figures incorrectly, including short continuous sections of imprecision (1-2 errors).
- 6 ☐ some rhythm figures incorrectly, including short continuous sections of imprecision (3-5 errors).
- 4 ☐ many rhythm figures incorrectly that detracted from overall performance (6-8 errors).
- 2 ☐ significant number of rhythm errors. Student was unable to complete passage(s).
- 0 ☐ **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** / /