



CONNECTICUT MUSIC EDUCATORS ASSOCIATION

Jazz Woodwind and Brass Adjudication Sheet

Revised 10/09

**Affix Student
Label Here**

SOLO EVALUATION

tone

The student's tone: (Circle ONE only)

- 10 9 is always characteristic of the tone quality of the instrument.
- 8 7 is of a characteristic tone quality in most ranges, most of the time.
- 6 5 is sometimes of a characteristic tone quality of the instrument.
- 4 3 is slightly thin, unfocused, or harsh. Breath not always used efficiently.
- 2 1 is consistently thin, unfocused, or harsh. Breath not used efficiently.

NOTE ACCURACY

The student performs: (Circle ONE only)

- 10 9 all pitches/notes accurately.
- 8 7 most pitches/notes accurately.
- 6 5 many pitches/notes accurately.
- 4 3 some pitches/notes accurately.
- 2 1 few pitches/notes accurately (i.e. missing key signatures, accidentals, etc.).

INTONATION

The student's intonation: (Circle ONE only)

- 10 9 is accurate throughout.
- 8 7 is accurate most of the time.
- 6 5 is basically accurate, but does not adjust problem pitches to an acceptable standard of intonation.
- 4 3 demonstrates a limited understanding of intonation. Student makes no apparent attempt at adjustment of problem pitches.
- 2 1 is consistently inaccurate.

RHYTHMIC ACCURACY

The student performs: (Circle ONE only)

- 10 9 rhythms accurately throughout.
- 8 7 most rhythms accurately, but lacks precise interpretation of some rhythm patterns.
- 6 5 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 4 3 some rhythmic patterns accurately.
- 2 1 few rhythmic patterns accurately.

TEMPO

The student's tempo: (Circle ONE only)

- 10 9 is consistent with the printed tempo markings.
- 8 7 approaches the printed tempo markings.
- 6 5 is occasionally accurate and/or occasionally rushes and/or drags.
- 4 3 is inappropriate and continually rushes and/or drags.
- 2 1 is inaccurate or inconsistent.

MUSICIANSHIP

The student demonstrates: (Circle ONE only)

- 10 9 the highest level of musicality including well-shaped phrases and dynamics.
- 8 7 a high level of musicality, but some phrases or dynamics are not consistent with the overall level of expression.
- 6 5 a moderate level of musicality and musical understanding.
- 4 3 a limited amount of musicality and musical understanding.
- 2 1 very little musical understanding.

ARTICULATION

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

- appropriate and accurate tonguing.
- appropriate slurs.
- appropriate accents.
- appropriate ornamentation.
- appropriate length of notes (i.e. legato, staccato).

No Points Awarded Here

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

SOLO TOTAL (70% 70 pts) _____

SIGHT-READING

NOTE ACCURACY

The student performs: (Check ONE only)

- 5 all pitches/notes accurately.
- 4 most pitches/notes accurately.
- 3 many pitches/notes accurately.
- 2 some pitches/notes accurately.
- 1 few pitches/notes accurately (i.e. missing key signatures, accidentals, etc.).

RHYTHMIC ACCURACY

The student performs: (Check ONE only)

- 5 rhythms accurately throughout.
- 4 most rhythms accurately, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 2 some rhythmic patterns accurately.
- 1 few rhythmic patterns accurately.

Check ALL that apply – worth 1 point each

- performs with accurate intonation throughout.
- performs at the given tempo.
- maintains a steady beat.
- performs appropriate dynamic contrasts.
- performs appropriate articulations.

No Points Awarded Here

SIGHT-READING TOTAL (15% 15 pts) _____

IMPROVISATION EVALUATION

TONALITY

The student performs: (Check ONE only)

- 5 all melodic phrases in proper context of all contrasting harmonic changes.
- 4 most melodic phrases in proper context of all contrasting harmonic changes.
- 3 many melodic phrases in proper context of some of the contrasting harmonic changes.
- 2 some melodic phrases in proper context of contrasting harmonic changes, mainly with relation to the tonic.
- 1 outside the context of harmonic changes.

RHYTHM

The student performs: (Check ONE only)

- 5 advanced rhythmic patterns (i.e. pickups, syncopation, etc.) which are creative and appropriate to the style and setting of the 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 and/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.

MUSICIANSHIP

The student demonstrates: (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% 15 pts) _____

COMMENTS

SOLO TOTAL (70% 70 pts) _____

SIGHT-READING TOTAL 15% 15 pts) _____

IMPROVISATION TOTAL (15% 15 pts) _____

TOTAL SCORE (100 pts) _____

Judge Code _____ **Date** / /

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