

# 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"/>	<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"/>	<b>No Valid Attempt Made</b>

### 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"/>	<b>No Points Awarded Here</b>

**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.**

- tempo consistent with tempo indicators
- the intended dynamic contrasts
- appropriate and accurate tonguing / fingering
- appropriate slurs as marked
- appropriate accents as marked
- length of notes appropriate to the style
- appropriate jazz rhythmic style
- appropriate jazz phrasing
- 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**

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**Judge Code** \_\_\_\_\_ **Date** / /