

# ADJUDICATION FORM FOR ALL STATE JAZZ DRUM AUDITIONS

Name: \_\_\_\_\_ Site: North / South School Code: \_\_\_\_\_

Preference (rank 1 – 2 as needed): \_\_\_ Band \_\_\_ Orchestra \_\_\_ Chorus \_\_\_ Jazz

*NOTE: Preferences will be honored whenever possible but there is no obligation to do so*

<b>MELODY</b> accuracy _____ ideas _____ style _____	This performance does not demonstrate an expression of musical notation.  <p style="text-align: center;"><b>1 - 2</b></p>	Choice of pitches and use of style are inappropriate for this selection.  <p style="text-align: center;"><b>3 - 4</b></p>	Melody is expressed accurately, but with little regard to style or individual interpretation.  <p style="text-align: center;"><b>5 - 6</b></p>	Melodic expression reflects individual character and knowledge of style.  <p style="text-align: center;"><b>7 - 8</b></p>	Melody is expressed meaningfully, completely within the context of the intended style.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>RHYTHM</b> accuracy _____ feel _____ ideas _____	There are significant rhythm problems.  <p style="text-align: center;"><b>1 - 2</b></p>	There are several places in which the rhythms are unclear.  <p style="text-align: center;"><b>3 - 4</b></p>	Most rhythms are correct, but are not in the context of the appropriate groove.  <p style="text-align: center;"><b>5 - 6</b></p>	Rhythms are well played & presented with regard to the group's groove.  <p style="text-align: center;"><b>7 - 8</b></p>	Rhythms are used inventively to enhance the performance.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>STYLISTIC SUPPORT</b> accuracy _____ articulation _____ inflection _____ feel _____	The performance does not demonstrate an expression of the appropriate musical style  <p style="text-align: center;"><b>1 - 2</b></p>	The style played is inconsistent and detracts from the performance.  <p style="text-align: center;"><b>3 - 4</b></p>	The style is accurately played, but does not completely support the other parts.  <p style="text-align: center;"><b>5 - 6</b></p>	The style played properly supports the style of the piece.  <p style="text-align: center;"><b>7 - 8</b></p>	The performance enhances the piece further than the drum part indicates.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>IMPROVISATION (Technical Elements)</b> phrasing _____ rhythm _____ form _____	There is no evidence that the performer is aware of the form or style being played by the rhythm section.  <p style="text-align: center;"><b>1 - 2</b></p>	Some knowledge of form and style are evident. This performance shows a start towards learning jazz.  <p style="text-align: center;"><b>3 - 4</b></p>	There is a solid general awareness of the form and style of this piece. Some work on refinement and fluency needed.  <p style="text-align: center;"><b>5 - 6</b></p>	All components of the solo were performed with attention to the form and style of the piece.  <p style="text-align: center;"><b>7 - 8</b></p>	This performance demonstrates a profound understanding of all elements of jazz interpretation.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>IMPROVISATION (Expressive Elements)</b> tone _____ inflection _____ cymbal vs. drum _____ complete inst. _____ thematic / form development _____	Musical expression is not evident.  <p style="text-align: center;"><b>1 - 2</b></p>	Work has been done on one or two expressive elements. More combinations of these elements to create interest in the listener are needed.  <p style="text-align: center;"><b>3 - 4</b></p>	All expressive elements are demonstrated in this performance. They need to be incorporated more fluently in the solo.  <p style="text-align: center;"><b>5 - 6</b></p>	This solo shows good use of expressive elements to convey musical ideas.  <p style="text-align: center;"><b>7 - 8</b></p>	All expressive elements were used seamlessly into the performance, creating a natural & fluent conversation with the listener.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>Big Band B – Soloist &amp; Solo (50 points out of a total of 130)</b>					<b>TOTAL:</b>
<b>TECHNICAL ELEMENTS</b> tempo _____ rhythm _____ interest _____	There is no evidence that the performer is aware of the form or style being played by the rhythm section.  <p style="text-align: center;"><b>1 - 2</b></p>	Some knowledge of form and style are evident. This performance shows a start towards learning jazz.  <p style="text-align: center;"><b>3 - 4</b></p>	There is a solid general awareness of the form and style. Some work on refinement and fluency needed.  <p style="text-align: center;"><b>5 - 6</b></p>	All components of the solo were performed with attention to the form and style of the piece.  <p style="text-align: center;"><b>7 - 8</b></p>	This performance demonstrates a profound understanding of all elements of jazz interpretation.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>EXPRESSIVE ELEMENTS</b> tone _____ inflection _____ articulation _____ range _____	Musical expression is not evident.  <p style="text-align: center;"><b>1 - 2</b></p>	Work has been done on one or two expressive elements. More elements to create interest in the listener are needed.  <p style="text-align: center;"><b>3 - 4</b></p>	All expressive elements are demonstrated in this performance. They need to be incorporated more fluently in the solo.  <p style="text-align: center;"><b>5 - 6</b></p>	This solo shows good use of expressive elements to convey musical ideas.  <p style="text-align: center;"><b>7 - 8</b></p>	All expressive elements were used seamlessly into the performance, creating a natural & fluent conversation with the listener.  <p style="text-align: center;"><b>9 - 10</b></p>
<b>Drum Styles (20 points out of a total of 130)</b>					<b>TOTAL:</b>

<b>TIME / GROOVE</b> accuracy ____ feel ____ ideas ____	There are significant time / groove problems. <b>1 - 2</b>	There are several places in which the time or groove is unclear. <b>3 - 4</b>	Time is mostly correct, but is not in the context of the appropriate groove, or vice-versa. <b>5 - 6</b>	The time and groove reflect the piece's intention and match the rest of players. <b>7 - 8</b>	Time and groove are solid and enhance the ensemble. <b>9 - 10</b>
<b>RHYTHM</b> accuracy ____ ideas ____ style ____	This performance does not demonstrate an expression of musical notation. <b>1 - 2</b>	Use of style is inappropriate for this selection, or there is little evidence of connection with the band. <b>3 - 4</b>	Rhythms are expressed accurately, but with little regard to style and ensemble unity. <b>5 - 6</b>	Rhythmic expression reflects individual character and knowledge of style. <b>7 - 8</b>	Rhythms are completely within the context of the intended style. Sets and kicks enhance the ensemble playing. <b>9 - 10</b>
<b>STYLISTIC SUPPORT</b> accuracy ____ articulation ____ inflection ____ feel ____	The performance does not demonstrate an expression of the appropriate musical style <b>1 - 2</b>	The style played is inconsistent and detracts from the performance. <b>3 - 4</b>	The style is accurately played, but does not completely support the other parts. <b>5 - 6</b>	The style played properly supports the style of the piece. <b>7 - 8</b>	The performance enhances the piece further than the drum part indicates. <b>9 - 10</b>
<b>Big Band A – Drive Big Band (30 points out of a total of 130)</b>				<b>TOTAL:</b>	
<b>TIME / GROOVE</b> accuracy ____ feel ____ ideas ____	There are significant time / groove problems. <b>1 - 2</b>	There are several places in which the time or groove is unclear. <b>3 - 4</b>	Time is mostly correct, but is not in the context of the appropriate groove, or vice-versa. <b>5 - 6</b>	The time and groove reflect the intention of the arranger and match the rest of the players. <b>7 - 8</b>	Time and groove are solid and enhance the ensemble. <b>9 - 10</b>
<b>RHYTHM</b> accuracy ____ ideas ____ style ____	This performance does not demonstrate an expression of musical notation. <b>1 - 2</b>	Use of style is inappropriate for this selection, or there is little evidence of connection with the band. <b>3 - 4</b>	Rhythms are expressed accurately, but with little regard to style and ensemble unity. <b>5 - 6</b>	Rhythmic expression reflects individual character and knowledge of style. <b>7 - 8</b>	Rhythms are completely within the context of the intended style. Sets and kicks enhance the ensemble playing. <b>9 - 10</b>
<b>STYLISTIC SUPPORT</b> accuracy ____ articulation ____ inflection ____ feel ____	The performance does not demonstrate an expression of the appropriate musical style <b>1 - 2</b>	The style played is inconsistent and detracts from the performance. <b>3 - 4</b>	The style is accurately played, but does not completely support the other parts. <b>5 - 6</b>	The style played properly supports the style of the piece. <b>7 - 8</b>	The performance enhances the piece further than the drum part indicates. <b>9 - 10</b>
<b>Sightreading Performance (30 points out of a total of 130)</b>				<b>TOTAL:</b>	

**Comments:** \_\_\_\_\_

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**Adjudicator Signature:** \_\_\_\_\_

<b>SOLO</b> (50 points)		<b>STYLES</b> (20 points)		<b>BIG BAND</b> (30 points)		<b>SIGHT-READING</b> (30 points)		<b>TOTAL</b> (130 points)	
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