

# ADJUDICATION FORM FOR ALL STATE JAZZ AUDITIONS

Name: \_\_\_\_\_ Site: North / South  
 Instrument: \_\_\_\_\_ 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 did not demonstrate an expression of musical notation.  <b>1 - 2</b>	Choice of pitches and use of style were inappropriate for this selection.  <b>3 - 4</b>	Melody was expressed accurately.  <b>5 - 6</b>	Melodic expression reflected knowledge of style.  <b>7 - 8</b>	Melody was expressed meaningfully, completely within the context of the intended style.  <b>9 - 10</b>
<b>RHYTHM</b> accuracy ____ feel ____ ideas ____	There were significant rhythm problems.  <b>1 - 2</b>	There were several places in which the rhythms are unclear.  <b>3 - 4</b>	Rhythms were correct, but were not in the context of the appropriate groove.  <b>5 - 6</b>	Rhythms were well played & presented with regard to the group's groove.  <b>7 - 8</b>	Rhythms were used inventively to enhance the performance.  <b>9 - 10</b>
<b>TONE</b> inflection ____ range ____ expression ____ intonation ____	Major problems hindered musical expression.  <b>1 - 2</b>	Tonal concept was underway, but needs further refinement.  <b>3 - 4</b>	Tone was appropriate.  <b>5 - 6</b>	Tone was characteristic of the instrument & variety was employed to enhance the piece.  <b>7 - 8</b>	Tone was well developed and was used expressively throughout the performance.  <b>9 - 10</b>
<b>ARTICULATION</b> as marked ____ technique ____ attacks / releases ____	Knowledge of jazz style was not evident.  <b>1 - 2</b>	There was little evidence of jazz articulation.  <b>3 - 4</b>	Jazz articulation was employed in an acceptable manner.  <b>5 - 6</b>	Jazz articulation was employed with consistency.  <b>7 - 8</b>	Articulation enhanced the performance.  <b>9 - 10</b>
<b>IMPROVISATION</b> (Technical Elements) melody ____ rhythm ____ harmonic intent / interest ____	There was no evidence that the performer was aware of the form or style being played by the rhythm section.  <b>1 - 2</b>	Some knowledge of form and style were evident. This performance showed a start towards learning jazz.  <b>3 - 4</b>	There was a solid general awareness of the form and style of this piece. Some work on refinement and fluency is needed.  <b>5 - 6</b>	All components of the solo were performed with attention to the form and style of the piece.  <b>7 - 8</b>	This performance demonstrated a profound understanding of all elements of jazz interpretation.  <b>9 - 10</b>
<b>IMPROVISATION</b> (Expressive Elements) tone ____ inflection ____ articulation ____ range ____ intonation ____	While some expressive elements were demonstrated, more work is needed to engage the listener.  <b>1 - 2</b>	Work has been done on one or two expressive elements. More combinations of these elements to create interest in the listener are needed.  <b>3 - 4</b>	Expressive elements were demonstrated in this performance. They need to be incorporated more fluently in the solo.  <b>5 - 6</b>	This solo showed thoughtful use of expressive elements that engage the listener.  <b>7 - 8</b>	The performance created a natural & fluent conversation with the listener.  <b>9 - 10</b>
<b>Solo Performance (60 points out of a total of 140)</b>				<b>TOTAL:</b>	

<b>SOLO</b> (60 points)		<b>BALLAD</b> (20 points)		<b>TECH</b> (30 points)		<b>SIGHT-READING</b> (30 points)		<b>TOTAL</b> (140 points)	
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Comments: \_\_\_\_\_

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

<b>TECHNICAL ELEMENTS</b> melody ____ rhythm ____ harmonic intent / interest ____	There was no evidence that the performer was aware of the form or style being played by the rhythm section. <b>1 - 2</b>	Some knowledge of form and style was evident. Performance showed a start towards learning jazz. <b>3 - 4</b>	There was a solid general awareness of the form and style. Some work on refinement and fluency is needed. <b>5 - 6</b>	Components of the solo were played with attention to the form, style and harmony of the piece. <b>7 - 8</b>	This performance demonstrated a sophisticated understanding of all elements of jazz interpretation. <b>9 - 10</b>
<b>EXPRESSIVE ELEMENTS</b> tone ____ inflection ____ articulation ____ range ____ intonation ____	While some expressive elements were demonstrated, more work is needed to engage the listener. <b>1 - 2</b>	Work has been done on one or two expressive elements. More are needed to create interest in the listener. <b>3 - 4</b>	Expressive elements were demonstrated in this performance. Incorporate them more fluently in the solo. <b>5 - 6</b>	This solo showed good use of expressive elements that engaged the listener. <b>7 - 8</b>	The performance created a natural & fluent conversation with the listener. <b>9 - 10</b>
<b>Ballad (20 points out of a total of 140)</b>				<b>TOTAL:</b>	

<b>PITCH ACCURACY</b> tone ____ voicing ____ intonation ____	The performance did not demonstrate an expression of musical notation. <b>1 - 2</b>	Wrong pitches detracted from the performance. <b>3 - 4</b>	Pitches were mostly correct. <b>5 - 6</b>	Virtually all pitches were correct. <b>7 - 8</b>	All pitches were correct (10 points only) <b>10</b>
<b>RHYTHMIC ACCURACY</b> tempo ____ feel ____	There were significant rhythm problems. <b>1 - 2</b>	There were several places in which the rhythms are unclear. <b>3 - 4</b>	Most rhythms were correct, with only a few spots of inaccuracy. <b>5 - 6</b>	Rhythms were accurate. <b>7 - 8</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>9 - 10</b>
<b>EXPRESSIVE ELEMENTS</b> articulations ____ style ____ dynamics ____	Musical expression was not evident. <b>1 - 2</b>	Some expressive elements are evident. <b>3 - 4</b>	All expressive elements were demonstrated in this performance. They need to be incorporated more fluently in the solo. <b>5 - 6</b>	This performance showed good use of expressive elements to convey musical ideas. <b>7 - 8</b>	All expressive elements were incorporated seamlessly into the performance, creating a natural & fluent conversation with the listener. <b>9 - 10</b>
<b>Technical Jazz Excerpt (30 points out of a total of 140)</b>				<b>TOTAL:</b>	

<b>PITCH ACCURACY</b> tone ____ voicing ____ intonation ____	The performance did not demonstrate an expression of musical notation. <b>1 - 2</b>	Wrong pitches detracted from the performance. <b>3 - 4</b>	Pitches were mostly correct. <b>5 - 6</b>	Virtually all pitches were correct. <b>7 - 8</b>	All pitches were correct (10 points only) <b>10</b>
<b>RHYTHMIC ACCURACY</b> tempo ____ feel ____	There were significant rhythm problems. <b>1 - 2</b>	There were several places in which the rhythms are unclear. <b>3 - 4</b>	Most rhythms were correct, with only a few spots of inaccuracy. <b>5 - 6</b>	Rhythms were accurate. <b>7 - 8</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>9 - 10</b>
<b>EXPRESSIVE ELEMENTS</b> articulations ____ style ____ dynamics ____	Musical expression was not evident. <b>1 - 2</b>	Some expressive elements are evident. <b>3 - 4</b>	All expressive elements were demonstrated in this performance. They need to be incorporated more fluently in the solo. <b>5 - 6</b>	This reading showed good use of expressive elements to convey musical ideas. <b>7 - 8</b>	All expressive elements were incorporated seamlessly into the performance, creating a natural & fluent conversation with the listener. <b>9 - 10</b>
<b>Sightreading (30 points out of a total of 140)</b>				<b>TOTAL:</b>	