

# ADJUDICATION FORM FOR ALL STATE SCHOLARSHIP AUDITIONS

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

Instrument or Voice: \_\_\_\_\_ School Code: \_\_\_\_\_

Category: \_\_\_\_\_ Accompanist: \_\_\_\_\_

First Selection: \_\_\_\_\_

Composer: \_\_\_\_\_

Arranger: \_\_\_\_\_

Second Selection: \_\_\_\_\_

Composer: \_\_\_\_\_

Arranger: \_\_\_\_\_

Third Selection: \_\_\_\_\_

Composer: \_\_\_\_\_

Arranger: \_\_\_\_\_

Adjudicator Comments: \_\_\_\_\_

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

**CIRCLE THE POINTS RECEIVED IN EACH CATEGORY - PUT THE TOTAL AT THE BOTTOM**

<b>TONE</b> (not rated for piano)	There was little or no apparent attempt to use tone to enhance the artistry of the performance. In places, tone was not even adequate. <b>4 - 5</b>	Tone was adequate for this performance. There was no attempt, however, to use tone to enhance artistry. <b>6 - 7</b>	There was a clear effort on the part of the performer to vary tone as appropriate to the music. <b>8 - 9</b>	The performer used nuances and dramatic differences in tone to bring the composer's intent through to the listener. <b>10</b>
<b>EXPRESSION</b> dynamics ____ articulations ____ diction ____	Some musical elements were being addressed, but the composer's intent was not evident from the performance. <b>4 - 5</b>	The musical elements were being addressed, with additional work needed to be truly expressive. <b>6 - 7</b>	All musical elements were in place, and being observed. <b>8 - 9</b>	The performer conveyed the composer's intent throughout and the listener was aware of the musical integrity of the piece. <b>10</b>
<b>NOTE ACCURACY</b>	The notes presented difficulty to the performer. <b>4 - 5</b>	The occurrence of wrong notes was distracting to the listener. <b>6 - 7</b>	Errors in note accuracy were not distracting to the listener. <b>8 - 9</b>	All notes were accurate and performed with confidence. <b>10</b>
<b>RHYTHMIC ACCURACY</b>	Rhythms present a problem in this performance. <b>4 - 5</b>	Occasional rhythm problems distracted the listener. <b>6 - 7</b>	Rhythms were accurate with only slight difficulties in interpretation. Rhythmic inconsistencies were not distracting to the listener. <b>8 - 9</b>	Rhythms were performed precisely and in an appropriate tempo. <b>10</b>
<b>TECHNIQUE</b>	Technical issue(s) got in the way of the performance. <b>4 - 5</b>	There was strong evidence of work towards technical proficiency, with only general refinements needed. <b>6 - 7</b>	Performance demonstrated an advanced level of technical achievement. Refinement was needed only in specific instances, such as fast runs. <b>8 - 9</b>	Performance demonstrated complete control of the instrument. Fast runs and all other difficult passages were clear and even. <b>10</b>
<b>MEMORIZATION</b>	There were significant memory problems which interfere with the continuity of the performance. <b>4 - 5</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>6 - 7</b>	There were virtually no memory errors. Minor lapses were handled well. <b>8 - 9</b>	There were no memory errors. <b>10</b>
<b>STAGE PRESENCE</b> - dress code - - posture & position - - confidence -	There were issues with stage presence which detract significantly from the performance. <b>4 - 5</b>	The beginnings of stage presence were evident. <b>6 - 7</b>	The area of stage presence was not distracting to the listener. <b>8 - 9</b>	Stage presence was quite polished. <b>10</b>
<b>INTERPRETATION</b> - phrasing - - tempo selection - - style -	There was no evidence of the performer interpreting the composer's intent. <b>4 - 5</b>	The performer was inconsistent in their interpretation of the composer's intent. <b>6 - 7</b>	The performer was consistent in sharing their interpretation of the composer's intent. <b>8 - 9</b>	The performer shared their interpretation with the audience completely. <b>10</b>
<b>INTONATION</b> (not rated for piano)	Intonation presents an obstacle in this performance <b>4 - 5</b>	Instances of intonation problems were distracting to the listener at times <b>6 - 7</b>	There were minor intonation discrepancies, but they do not distract from the performance <b>8 - 9</b>	Intonation was not a problem in this performance <b>10</b>
<b>Scholarship Performance (70 or 90 point total)</b>				<b>TOTAL:</b>