

Student Name: _____
 School Code: _____
 Instrument: _____
 Preferred Ensemble: Jazz Band Orchestra

Eastern District MMEA
JAZZ AUDITION
Drum Set

Total Score:

Adjudicators Signature: _____

Lead Sheet Evaluation

Circle the appropriate corresponding number below.

Tempo	The student's tempo;
5	is accurate and consistent with the printed tempo markings.
4	approaches the printed tempo markings yet the performed tempo does not detract significantly from the performance.
3	is different from the printed tempo resulting in inappropriate tempo for the selection, yet remains consistent.
2	is inconsistent (i.e., rushing, dragging, inaccurate tempo changes.)
1	is not accurate or consistent.

Rhythmic Accuracy The student performs;

5	accurate rhythms throughout.
4	nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
3	many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used.)
2	many rhythmic patterns incorrectly or inconsistently.
1	the majority of rhythmic patterns incorrectly.

Interpretation The student demonstrates;

5	The highest level of musicality including well shaped phrases and dynamics.
4	a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
3	a moderate level of musicality/expression within the performance.
2	only a limited amount of musicality/expression within the performance.
1	an absence of musical interpretation within the performance.

**Total for the above categories
Tempo/Rhythm/Interpretation**

Interpretive Style

SWING The Student demonstrates;
 (Check ALL that APPLY - worth 2 points each only if they apply)

<input type="checkbox"/>	appropriate rhythmic control for style required.
<input type="checkbox"/>	appropriate use of bass drum for style required.
<input type="checkbox"/>	appropriate cymbal technique for style required.
<input type="checkbox"/>	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
<input type="checkbox"/>	a flexible use of elements of expression (dynamics, accents, etc.)

FUNK The Student demonstrates;
 (Check ALL that APPLY - worth 2 points each only if they apply)

<input type="checkbox"/>	appropriate rhythmic control for style required.
<input type="checkbox"/>	appropriate use of bass drum for style required.
<input type="checkbox"/>	appropriate cymbal technique for style required.
<input type="checkbox"/>	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
<input type="checkbox"/>	a flexible use of elements of expression (dynamics, accents, etc.)

LATIN The Student demonstrates;
 (Check ALL that APPLY - worth 2 points each only if they apply)

<input type="checkbox"/>	appropriate rhythmic control for style required.
<input type="checkbox"/>	appropriate use of bass drum for style required.
<input type="checkbox"/>	appropriate cymbal technique for style required.
<input type="checkbox"/>	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
<input type="checkbox"/>	a flexible use of elements of expression (dynamics, accents, etc.)

BALLAD The Student demonstrates;
 (Check ALL that APPLY - worth 2 points each only if they apply)

<input type="checkbox"/>	appropriate rhythmic control for style required.
<input type="checkbox"/>	appropriate use of bass drum for style required.
<input type="checkbox"/>	appropriate cymbal technique for style required.
<input type="checkbox"/>	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
<input type="checkbox"/>	a flexible use of elements of expression (dynamics, accents, etc.)

Total for the above categories

TECHNIQUE The Student demonstrates;
 (Check ALL that APPLY - worth 2 points each only if they apply)

<input type="checkbox"/>	an independence of bass drum and cymbal feet.
<input type="checkbox"/>	a clear difference between types of accents/kicks.
<input type="checkbox"/>	an independence of feet and hands.
<input type="checkbox"/>	an independence of left and right hands.
<input type="checkbox"/>	an appropriate control of sticks through the use of the proper grip and stroke.

Total for Technique

Jazz Drum Set SIGHT READING

4 - ALL 3 - MOST 2 - SOME 1 - FEW (place a number in each box which appropriately completes the sentence)

Interpretation
 The student performs dynamics as marked.
 The student includes well shaped phrase.

Rhythmic Accuracy
 The student performs rhythms accurately throughout.

Total of scores for Jazz Sight Reading

Jazz Drum Set IMPROVISATION (for comment only)

4 - ALL 3 - MOST 2 - SOME 1 - LITTLE (place a number in each box which appropriately completes the sentence)

Drum Set Tuning
 The student performs excellent percussive jazz sound throughout (choice of sticks and well tuned set.)

Rhythmic Accuracy
 The student performs advanced rhythmic patterns (i.e., pickups, syncopation, etc.) which are creative and appropriate to the style and setting of the accompaniment.

Comments for Jazz Drum Set Improvisation

(has no effect on students total score)

Conceptual Understanding
 The student demonstrates a comprehensive conceptual design of large scale solo architecture (a beginning, middle and end).
 The student demonstrates conversational interplay between solo and accompaniment and/or linear solo melodic dialogue.

Total of scores for Jazz Improvisation