

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

Eastern District MMEA

JAZZ AUDITION
Guitar, Bass, Kybd, Vibes

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.

Melodic Accuracy	The student performs;
5	all pitches/notes accurately.
4	most pitches/notes accurately.
3	the majority of pitches/notes accurately, however has some difficulty with melodic precision.
2	several inaccurate pitches/notes but displays a basic understanding of melodic control.
1	the majority of pitches 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.

<input type="text"/>	Total for the above categories Tempo/Rhythm/Melodic/Interpretation
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Comping Evaluation

MAJOR KEYS ii - V and I Comp The Student demonstrates
 (Check ALL that APPLY - worth 2 points each)

2	<input type="checkbox"/>	an outline of appropriate chord functions and qualities.
2	<input type="checkbox"/>	an understanding of harmonic sequence.
2	<input type="checkbox"/>	appropriate placement of non-chord tones.
2	<input type="checkbox"/>	voice leading which is a smooth and logical movement from chord to chord.
2	<input type="checkbox"/>	a rhythmic presentation which accounts for the style required.

MINOR KEYS ii - V and I Comp The Student demonstrates
 (Check ALL that APPLY - worth 2 points each)

2	<input type="checkbox"/>	an outline of appropriate chord functions and qualities.
2	<input type="checkbox"/>	an understanding of harmonic sequence.
2	<input type="checkbox"/>	appropriate placement of non-chord tones.
2	<input type="checkbox"/>	voice leading which is a smooth and logical movement from chord to chord.
2	<input type="checkbox"/>	a rhythmic presentation which accounts for the style required.

BLUES The Student demonstrates
 (Check ALL that APPLY - worth 2 points each)

2	<input type="checkbox"/>	Accurate placement of chords, or chord tones appropriate to the function of harmony across time.
2	<input type="checkbox"/>	smooth and logical voice leading from chord to chord.
2	<input type="checkbox"/>	proper use of extensions, substitutions and alterations.
2	<input type="checkbox"/>	appropriate rhythmic patterns for style required.
2	<input type="checkbox"/>	maintaining steady beat in comping pattern.

HARMONIC UNDERSTANDING The Student demonstrates
 (Check ALL that APPLY - worth 2 points each)

2	<input type="checkbox"/>	appropriate formations of diminished chords within the harmonic context.
2	<input type="checkbox"/>	appropriate formations of augmented chords within the harmonic context.
2	<input type="checkbox"/>	approp. formations and usage of altered chords within the harmonic context.
2	<input type="checkbox"/>	voice leading which is a smooth and logical movement from chord to chord.
2	<input type="checkbox"/>	appropriate usage of complex chord structures.

<input type="text"/>	Total for Comping	<input type="text"/>
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Jazz Guitar, Bass, Kybd, Vibes SCALES

Adjudicator should fill in the names of the required scales for assessment in the spaces provided. Check the box in the column that best describes the student's performance (one box per scale.)

The student performs:

	Maj.	Maj.	Blues	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	all accurate pitches
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	mostly accurate pitches
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	some accurate pitches
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	few acceptable pitches

Scale Technique

Check all that apply (1 point each only if they apply)

The student played the major scales:

1 the proper and steady suggested tempo.

The student played the blues scale:

1 the proper and steady suggested tempo.

Total of scores for Jazz Scales

Jazz Guitar, Bass, Kybd, Vibes SIGHT READING

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

Melodic Accuracy

The student performs pitches and notes accurately.

Rhythmic Accuracy

The student performs rhythms accurately throughout.

Interpretation

The student performs dynamics as marked.

The student includes well shaped phrase.

Total of scores for Jazz Sight Reading

Jazz Guitar, Bass, Kybd, Vibes IMPROVISATION (for comment only)

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

Tonality

The student performs melodic patterns in proper context of all contrasting harmonic changes.

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.

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

Comments for Jazz Improvisation

(has no effect on students total score)