

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

Eastern District MMEA
JAZZ SAX & BRASS AUDITION

Lead Sheet Evaluation

Total Score:

Adjudicators Signature: _____

Circle the appropriate corresponding number below.

Tempo	The student;
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	inaccurate pitches/notes throughout the performance. (i.e.; missing key signatures, accidentals)

Jazz Technique/Articulation (place an appropriate number in each box)	
The student demonstrates: 5 consistently 4 mostly 3 sometimes 2 rarely	
<input type="text"/>	appropriate and accurate use of jazz articulation.
<input type="text"/>	appropriate jazz inflections as marked (i.e., scoops, doits, etc.).
<input type="text"/>	appropriate style of eighth note used.
<input type="text"/>	appropriate mood as it relates to material setting.
<input type="text"/>	appropriate length of notes as marked (i.e., legato, staccato, etc.).
<input type="text"/>	TOTAL FOR JAZZ TECHNIQUE/ARTICULATION

Tone	The student's tone;
5	is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.
4	is of characteristic tone quality in most ranges but distorts in some passages.
3	exhibits some flaws in production (slightly thin or unfocused sound, breath not used efficiently.)
2	has several flaws in basic production, (consistently thin/unfocused sound, forced breath.)
1	is a tone quality which hinders the performance.

Intonation	The student's intonation;
5	is accurate in all ranges and registers.
4	is mostly accurate. The student adjusts the few problem pitches to an acceptable standard.
3	is somewhat accurate but includes out of tune notes. The student adjusts these problem pitches with some success.
2	exhibits a basic sense of intonation, yet has problems; student makes little attempt at adjustment of problem pitches.
1	is not accurate and hinders the performance quality

**Total for the above categories
Tempo/Rhythm/Melodic/Tone/Intonation**

Musicianship (place an appropriate number in each box)	
The student performs: 5 consistently 4 mostly 3 sometimes 2 rarely	
<input type="text"/>	swing eighth notes that are appropriate to the particular style and period of the solo.
<input type="text"/>	with a high level of musicality, including well shaped phrases and dynamics.
<input type="text"/>	syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to syncopation.
<input type="text"/>	with appropriate amount and style of vibrato with regard to the period and style of the solo.
<input type="text"/>	with an appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow.
<input type="text"/>	TOTAL FOR MUSICIANSHIP

Jazz Sax and Brass 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.	Blues	Chromatic
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/> all accurate pitches
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/> mostly accurate pitches
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/> some accurate pitches
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/> few acceptable pitches

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

The student played both major and chromatic scales:

1 the required range for the instrument.
 1 the proper and steady suggested tempo.

The student played the Blues scale:

1 the required range for the instrument.
 1 the proper and steady suggested tempo.

Total of scores for Jazz Scales

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

Melodic Accuracy	Interpretation
The student performs <input type="text"/> pitches and notes accurately.	The student performs <input type="text"/> dynamics as marked.
Rhythmic Accuracy The student performs <input type="text"/> rhythms accurately throughout.	The student includes <input type="text"/> well shaped phrase.
Total of scores for Jazz Sight Reading <input style="width: 60px; height: 30px;" type="text"/>	

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

Tonality	Conceptual Understanding
The student performs <input type="text"/> melodic patterns in proper context of all contrasting harmonic changes.	The student demonstrates <input type="text"/> a comprehensive conceptual design of large scale solo architecture (a beginning, middle and end).
Rhythmic Accuracy The student performs <input type="text"/> advanced rhythmic patterns (i.e., pickups, syncopation, etc.) which are creative and appropriate to the style and setting of the accompaniment.	The student demonstrates <input type="text"/> conversational interplay between solo and accompaniment and/or linear solo melodic dialogue.
**Brass players may be asked to demonstrate range capabilities for seating purposes.	
Total of scores for Jazz Improvisation <input style="width: 60px; height: 30px;" type="text"/>	

Judges comments on brass range capabilities

(has no effect on students total score)