

Student Name: \_\_\_\_\_  
 School Code: \_\_\_\_\_  
 Instrument: \_\_\_\_\_  
 Preferred Ensemble: Band  Orchestra

Eastern District MMEA  
**WOODWIND/BRASS AUDITION**

**Solo Evaluation Total Score:**

Adjudicators Signature: \_\_\_\_\_

Circle the appropriate corresponding number below.

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

Rhythmic Accuracy	The student performs;
5	<b>accurate</b> rhythms throughout.
4	<b>nearly accurate</b> rhythms, but lacks precise interpretation of some rhythm patterns.
3	<b>many</b> rhythmic patterns <b>accurately</b> , but some lack precision (approximation of rhythm patterns used.)
2	<b>many</b> rhythmic patterns <b>incorrectly or</b> inconsistently.
1	<b>the majority</b> of rhythmic patterns <b>incorrectly</b> .

Melodic Accuracy	The student performs;
5	<b>all pitches/notes</b> accurately.
4	<b>most pitches/notes</b> accurately.
3	<b>the majority of pitches/notes</b> accurately, however has some difficulty with melodic precision.
2	<b>several inaccurate pitches/notes</b> but displays a basic understanding of melodic control.
1	<b>inaccurate pitches/notes</b> throughout the performance. (i.e.; missing key signatures, accidentals)

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

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

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

**Technique/Articulation** (place an appropriate number in each box)

The student: **5** consistently **4** mostly **3** sometimes **2** rarely

	<b>performs with</b> a clear differentiation between styles of articulations as marked.
	<b>performs with evenness in rolls</b> , sustaining sound with evenly spaced single strokes.
	<b>strikes the proper area on the instrument allowing for the most effective tone quality</b>
	<b>5 consistently or leave this box blank</b> uses the appropriate mallets. (mallets are consistent with the style of the solo)
	<b>TOTAL FOR TECHNIQUE/ARTICULATION</b>

**Musicianship** (place an appropriate number in each box)

The student: **5** consistently **4** mostly **3** sometimes **2** rarely

	<b>demonstrates control</b> of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)
	<b>demonstrates dynamic contrast</b> notated by the composer.
	<b>demonstrates the ability to shape</b> and contour the rhythmic line; dynamic nuance not notated by composer.
	<b>demonstrates inflection of rhythmic</b> patterns appropriate to the style and phrase structure of the composition.
	<b>TOTAL FOR MUSICIANSHIP</b>

**Woodwind/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. \_\_\_\_\_ Maj. \_\_\_\_\_ Chromatic

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

**Scale Technique**

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

The student played **both major** scales:

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

The student played **the chromatic** scale:

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

**Total of scores for Scales**

**Woodwind/Brass Sight Reading**

**Melodic Accuracy**

(place a number in each box which appropriately completes the sentence)

4 - ALL      3 - MOST      2 - SOME      1 - FEW

The student performs  pitches and notes accurately.

**Rhythmic Accuracy**

(place a number in each box which appropriately completes the sentence)

4 - ALL      3 - MOST      2 - SOME      1 - FEW

The student performs  rhythms accurately throughout.

**Interpretation**

(place a number in each box which appropriately completes the sentence)

2 - ALL      1 - FEW

The student performs  dynamics as marked.

2 - ALL      1 - FEW

The student includes  well shaped phrase.

**Total of scores for Sight Reading**