

Place student label here



Southeastern District MMEA
JAZZ AUDITION
Guitar, Bass, Kybd, Vibes **Total Score:** front and back

Adjudicators Signature: _____

Lead Sheet Evaluation

Comping Evaluation

Select and circle in one number in that applies in each categorie)

Rhythmic Accuracy **The student performs;**
10 - 9 **accurate** rhythms **throughout.**

8 - 7 **nearly accurate** rhythms, but lacks precise interpretation of some rhythm patterns

6 - 5 **many** rhythmic patterns **accurately** but some lack precision (approximation of rhythm patterns used).

4 - 3 **many** rhythmic patterns **incorrectly** or inconsistently

2 the **majority** of rhythms **incorrectly**

Tempo **The students tempo;**

10 - 9 **is accurate** and consistent with the printed tempo markings

8 - 7 **approaches** the printed tempo markings yet the performed tempo does not detract significantly from the performance

6 - 5 **is different** from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.

4 - 3 **is inconsistent**, (i.e., rushing, dragging, inaccurate tempo changes)

2 **is not accurate** or consistent

Interpretation **The student demonstrates;**

10 - 9 **the highest level of musicality** including well shaped phrases and dynamics

8 - 7 **a high level of musicality**, but has some phrases or dynamics that are not consistent with the overall level of expression.

6 - 5 **a moderate level of musicality/expression** within the performance.

4 - 3 **only a limited amount of musicality/expression** within the performance.

2 **an absence of musical interpretation** within the performance.

Melodic Accuracy **The student performs;**

10 - 9 **all pitches/notes accurately.**

8 - 7 **most pitches/notes accurately**

6 - 5 **the majority** of pitches/notes accurately; but, has some difficulty with melodic precision.

4 - 3 **several inaccurate** pitches/notes but displays basic understanding of melodic control

2 **the majority** of pitches **incorrectly**

Total of all above:

Major Keys The student demonstrates

ii - V and I Comp

(Check ALL that APPLY – worth 2 points each)

- 2 an outline of the appropriate chord functions and **qualities**.
- 2 an understanding of harmonic sequence.
- 2 appropriate placement of non-chord tones.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 a rhythmic presentation which accounts for the style required

Minor Keys The student demonstrates

ii - V and I Comp

(Check ALL that APPLY – worth 2 points each)

- 2 an outline of the appropriate chord functions and **qualities**.
- 2 an understanding of harmonic sequence.
- 2 appropriate placement of non-chord tones.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 a rhythmic presentation which accounts for the style required

Blues The student demonstrates

(Check ALL that APPLY – worth 2 points each)

- 2 accurate placement of chords, or chord tones appropriate to the function of harmony across time
- 2 smooth and logical voice leading from chord to chord.
- 2 proper use of extensions, substitutions and alterations.
- 2 appropriate rhythmic patterns for style required.
- 2 maintaining steady beat in comping pattern.

Harmonic Understanding The student

(Check ALL that APPLY – worth 2 points each)

- 2 appropriate formations of diminished chords within the harmonic context.
- 2 appropriate formations of augmented chords within the harmonic context.
- 2 appropriate formations and usage of altered chords within the harmonic context.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 appropriate usage of complex chord structures.

Total for the page:

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	___ Chromatic	
4 <input type="checkbox"/>	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"/>	3 <input type="checkbox"/>	<u>mostly</u> accurate pitches
2 <input type="checkbox"/>	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"/>	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 and chromatic scales:

<input type="checkbox"/>	the <u>required range</u> for the instrument.
<input type="checkbox"/>	the proper and <u>steady suggested tempo</u> .

The student played the Blues scale:

<input type="checkbox"/>	the <u>required range</u> for the instrument.
<input type="checkbox"/>	the <u>steady suggested tempo and style</u> .

Total of Scores for Jazz Scales

Jazz Guitar, Bass, Kybd, Vibes 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)

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

The student performs dynamics as marked.

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

The student includes well-shaped phrases.

Total of Scores for Jazz Sight Reading

Jazz Guitar, Bass, Kybd, Vibes IMPROVISATION

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

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

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

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

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

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

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

The student demonstrates a comprehensive conceptual design of large scale solo architecture (a beginning, a middle and an end).

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

The student demonstrates conversational interplay between solo and accompaniment and/or linear solo melodic dialogue.

Total of Scores for Jazz Improvisation

Page total :