

Place student label here

Southeastern District MMEA
JAZZ SAX & BRASS AUDITION

Total Score: front and back

Adjudicators Signature: _____

Lead Sheet Evaluation

Select and circle only one number that applies in each category

Tone **The student's tone;**

- 10 - 9 **is full , rich** and characteristic of the tone quality of the instrument in all ranges and registers
- 8 - 7 **is of a characteristic tone** quality in most ranges but distorts in some passages.
- 6 - 5 **exhibits some flaws** in production (slightly thin or unfocused sound, breath not used efficiently)
- 4 - 3 **has several flaws** in basicproduction, (consistentlythin/unfocused sound, forced breath))
- 2 **is a tone quality** which hinders the performance

Intonation **The student's intonation;**

- 10 - 9 **is accurate** in all ranges and registers
- 8 - 7 **is mostly accurate.** The student adjusts the few problem pitches to an acceptable standard.
- 6 - 5 **is somewhat accurate** but includes out of tune notes. The student adjusts these problem pitches with some success.
- 4 - 3 **exhibits a basic sense** of intonation, yet has problems; student makes little attempt at adjustment of problem pitches.
- 2 **is not accurate** and hinders the performance quality

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; however** has some difficulty with melodic precision.
- 4 - 3 **several inaccurate pitches/notes but displays basic** understanding of melodic control
- 2 **the majority** of pitches/notes incorrectly

Tempo **The student;**

- 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

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

Total of all above categories:

Jazz Technique/Articulation

(place a number in each box which applies)

The student demonstrates;

- 5 consistently 4 mostly 3 sometimes 2 rarely
 appropriate and accurate use of jazz articulation.
- 5 consistently 4 mostly 3 sometimes 2 rarely
 appropriate jazz inflections as marked (i.e., scoops, doits, etc.).
- 5 consistently 4 mostly 3 sometimes 2 rarely
 appropriate style of eighth note used
- 5 consistently 4 mostly 3 sometimes 2 rarely
 appropriate mood as it relates to material setting.
- 5 consistently 4 mostly 3 sometimes 2 rarely
 appropriate length of notes as marked (i.e., legato, staccato, etc.).

Total for Jazz Technique/Articulation

Musicianship

 (place a number in each box which applies) **The student performs;**

- 5 consistently 4 mostly 3 sometimes 2 rarely
 swing eighth notes that are appropriate to the particular style and period of the solo
- 5 consistently 4 mostly 3 sometimes 2 rarely
 with a high level of musicality, including well shaped phrases and dynamics
- 5 consistently 4 mostly 3 sometimes 2 rarely
 syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to syncopation
- 5 consistently 4 mostly 3 sometimes 2 rarely
 with appropriate amount and style of vibrato with regard to the period and style of the solo
- 5 consistently 4 mostly 3 sometimes 2 rarely
 with an appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow

Total for Musicianship

Page total

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.	___ Maj.	___ Blues	___ Chromatic	
4 <input type="checkbox"/>	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"/>	3 <input type="checkbox"/>	mostly accurate pitches
2 <input type="checkbox"/>	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"/>	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:

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

The student played the Blues scale:

the required range for the instrument.
 the steady suggested tempo and style.

Total of Scores for Jazz Scales

Jazz 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 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.

****Brass players may be asked to demonstrate range capabilities for seating purposes**

Judges comments on brass range capabilities

(has no effect on students total score)

Total of Scores for Jazz Improvisation

Page total :