

Place student label here

Southeastern District MMEA
Jr JAZZ SAX & BRASS AUDITION



Total Score: front and back

Adjudicators Signature: _____

Lead Sheet Evaluation

Select and write in one number in the box that applies)

Tone **The student's tone;**

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

Intonation **The student's intonation;**

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

Melodic Accuracy **The student performs;**

- 10 **all pitches/notes accurately.**
- 9 **most pitches/notes accurate ly**
- 8 **the majority of pitches/notes accurately; however** has some difficulty with melodic precision.
- 7 **several inaccurate pitches/notes but displays basic** understanding of melodic control
- 6 **the majority** of rhythms incorrectly

Tempo **The student;**

- 10 **is accurate** and consistent with the printed tempo markings
- 9 **approaches** the printed tempo markings yet the performed tempo does not detract significantly from the performance.
- 8 **is different** from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.
- 7 **is inconsistent,** (i.e., rushing, dragging, inaccurate tempo changes)
- 6 **is not accurate** or consistent

Rhythmic Accuracy **The student performs;**

- 10 **accurate rhythms throughout.**
- 9 **nearly accurate** rhythms, but lacks precise interpretation of some rhythm patterns
- 8 **many rhythmic patterns** accurately but some lack precision (approximation of rhythm patterns used).
- 7 **many rhythmic patterns incorrectly** or inconsistently
- 6 **the majority** of rhythms incorrectly

Total of all above:

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

Student Name _____ School Code: _____ Instrument: _____
 (above information should be filled in...DO NOT put the name of your school...ONLY CODE Numbers)

Jr. 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 4 4 4 all accurate pitches
 3 3 3 3 mostly accurate pitches
 2 2 2 2 some accurate pitches
 1 1 1 1 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 proper and steady suggested tempo.

The student played the Blues scale:

1 the steady suggested tempo and style.

Total of Scores for Jazz Scales

Jr. 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

**Page
Total:**

Jr. Jazz Improvisation IMPROVISATION(for comment only)

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

ALL MOST SOME VERY FEW
The student performs **melodic patterns in proper context of all contrasting harmonic changes.**

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

ALL MOST SOME VERY 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 the word in each box which appropriately completes the sentence)

ALL MOST SOME VERY FEW
The student demonstrates **comprehensive conceptual design of large scale solo architecture (a beginning, a middle and an end).**

ALL MOST SOME VERY 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:
 Judges comments on brass range capabilities: (no effect on total score)

Comments for Jazz Improvisation (no effect on total score)