

Judge:

Room:

# NDHSAA OFFICIAL MUSIC ADJUDICATION

## STAGE BAND, JAZZ-ROCK (Not Eligible for State)

Time \_\_\_\_\_ Event \_\_\_\_\_

Name: \_\_\_\_\_

School: \_\_\_\_\_

Selection \_\_\_\_\_

Composer \_\_\_\_\_

**RATING:** Adjudicator, check one rating **only!**\_\_\_\_\_ **STAR** = Superior Performance\_\_\_\_\_ **I** = Excellent Performance\_\_\_\_\_ **II** = Good Performance\_\_\_\_\_ **III** = Fair Performance

Approved June 2017

\_\_\_\_\_  
**Signature of Adjudicator**

	4	3	2	1
<b>○</b> <b>○</b> <b>○</b> <b>TONE</b>	<p>Excellent sonority</p> <p>Open, rich, focused, full resonant tone on all parts</p> <p>Consistent color and quality in all ranges and registers</p>	<p>Characteristic tone most of the time on all parts</p> <p>Most sections perform with appropriate jazz tone</p>	<p>Inconsistent development of individual jazz tones</p> <p>Inconsistent tone quality in various ranges and volume levels</p>	<p>Basic ensemble sound not developed/pleasant</p> <p>Little evidence of concept of appropriate jazz tone</p>
<b>○</b> <b>○</b> <b>○</b> <b>INTONATION</b>	<p>Excellent listening skills evident</p> <p>Overall intonation is excellent</p> <p>Adjustments made instantly within melodic and harmonic contexts</p>	<p>Listening skills well-developed</p> <p>Minor problems in certain ranges and/or volumes, or in difficult passages</p> <p>Problems usually corrected quickly</p>	<p>Listening skills developing, but inconsistent</p> <p>Frequent intonation problems</p> <p>Few problems corrected</p>	<p>Listening skills undeveloped</p> <p>Individual / ensemble problems go uncorrected</p>
<b>○</b> <b>○</b> <b>○</b> <b>RHYTHM</b>	<p>Nearly all rhythms / note values performed correctly within jazz style</p> <p>Tempos are accurate to printed score</p>	<p>Occasional rhythmic errors</p> <p>Most errors are quickly corrected</p> <p>Tempos vary from printed score, especially in difficult passages</p>	<p>Rhythmic is inconsistent or misinterpreted in jazz context</p> <p>Errors are often repeated and few are corrected</p> <p>Tempos inconsistent</p>	<p>Poor rhythmic interpretation detract from performance</p> <p>Tempos inconsistent or misinterpreted</p>
<b>○</b> <b>○</b> <b>○</b> <b>BALANCE/BLEND</b>	<p>Excellent melodic and harmonic balance</p> <p>All sections / players demonstrate excellent blend to ensemble sonority</p> <p>Rhythm section compliments winds</p>	<p>Good balance and blend most of the time</p> <p>Balance and blend problems occur in difficult passages</p> <p>Rhythm section/winds balance inconsistent</p>	<p>Frequent balance and blend problems occur, inner parts often inaudible</p> <p>Musical lines often unclear</p> <p>Frequent rhythm section/winds balance problems</p>	<p>Significant balance problems between and within sections, detract from overall performance</p> <p>Balance problems make ensemble sound unpleasant</p>
<b>○</b> <b>○</b> <b>○</b> <b>TECHNIQUE</b>	<p>Polished performance</p> <p>Jazz articulations are accurately performed</p> <p>Excellent control in all ranges/registers</p>	<p>Strong performance with lapses of uniformity in difficult sections</p> <p>Very good jazz articulations</p> <p>Flexibility and control of ranges are generally good</p>	<p>Technique is inconsistent; performance lacks polish</p> <p>Articulation not consistent with characteristic jazz style</p> <p>Flexibility and control of ranges is lacking</p>	<p>Performance shows lack of understanding of appropriate jazz articulations</p> <p>Technical demand of music too much for group</p>
<b>○</b> <b>○</b> <b>○</b> <b>INTERPRETATION</b>	<p>Very musical, sensitive, artistic performance</p> <p>Excellent style in all sections</p> <p>Excellent phrasing and use of dynamics and nuance</p> <p>Excellent solos</p>	<p>Musical performance most of the time</p> <p>Style appropriate</p> <p>Good phrasing and dynamics, but lacks nuance</p> <p>Solos well-developed</p>	<p>Lacks appropriate jazz feel much of the time</p> <p>Use of some dynamics and phrasing, but not always musical</p> <p>Solo ideas developing, but not consistent</p>	<p>Style inconsistent or not obvious</p> <p>Little attention to phrasing and dynamics</p> <p>Little evidence of jazz solo concepts</p>
<b>○</b> <b>○</b> <b>○</b> <b>OTHER FACTORS</b>	<p>Outstanding literature for age and training</p> <p>Professional approach</p> <p>Ensemble is appropriately attired</p> <p>Placement of players enhances performance</p>	<p>Above average literature for age and training</p> <p>Inconsistencies in attire and/or formal approach</p> <p>Placement of players enhances performance</p>	<p>Average literature for age and training</p> <p>Inappropriate attire and/or formal approach</p> <p>Placement of players creates ensemble problems</p>	<p>Below average or unacceptable literature</p> <p>Ensemble does not demonstrate appropriate approach to jazz performance</p> <p>Performance hindered by inappropriate placement of performers</p>