



MMEA-WD JR./SR. Festival

Adjudicator's Form

Jazz Drums
Student Initials

Remainder of form for adjudicator use only.

EVALUATION OF PREPARED PIECE

(check ONE box ONLY per category)

RHYTHMIC ACCURACY The student performs:

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

TEMPO The student's tempo:

- 10 ☐ is accurate and consistent with the printed tempo marking(s).
- 8 ☐ approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 ☐ is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 ☐ is inconsistent, (i.e., rushing, dragging, inaccurate tempo changes).
- 2 ☐ is not accurate or consistent.

INTERPRETATION The student demonstrates:

- 10 ☐ the highest level of musicality including well-shaped phrases and dynamics.
- 8 ☐ a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression
- 6 ☐ a moderate level of musicality/expression within the performance.
- 4 ☐ only a limited amount of musicality/expression within the performance.
- 2 ☐ musical expression inhibited by technique.
- ☐

TECHNIQUE The student demonstrates:

(Check ALL that APPLY—worth 2 points each)

- 2 ☐ an independence of bass drum and cymbal feet
- 2 ☐ a clear differentiation between types of accents/kicks
- 2 ☐ an independence of feet and hands.
- 2 ☐ an independence of left and right hands
- 2 ☐ an appropriate control of sticks through the use of
- ☐ the proper grip and stroke.

Reg. Book ____ Computer ____ Final Score

INTERPRETIVE STYLES

SWING The student demonstrates:

(Check ALL that APPLY—worth 2 points each)

- 2 ☐ appropriate rhythmic control for style required.
- 2 ☐ appropriate use of bass drum for style required.
- 2 ☐ appropriate cymbal technique for style required.
- 2 ☐ appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2 ☐ a flexible use of elements of expression (dynamics, accents, etc.)

FUNK The student demonstrates:

(Check ALL that APPLY—worth 2 points each)

- 2 ☐ appropriate rhythmic control for style required.
- 2 ☐ appropriate use of bass drum for style required.
- 2 ☐ appropriate cymbal technique for style required.
- 2 ☐ appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2 ☐ a flexible use of elements of expression (dynamics, accents, etc.)

Latin The student demonstrates:

(Check ALL that APPLY—worth 2 points each)

- 2 ☐ appropriate rhythmic control for style required.
- 2 ☐ appropriate use of bass drum for style required.
- 2 ☐ appropriate cymbal technique for style required.
- 2 ☐ appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2 ☐ a flexible use of elements of expression (dynamics, accents, etc.)

BALLAD The student demonstrates:

(Check ALL that APPLY—worth 2 points each)

- 2 ☐ appropriate rhythmic control for style required.
- 2 ☐ appropriate use of bass drum for style required.
- 2 ☐ appropriate cymbal technique for style required.
- 2 ☐ appropriate brush technique; change in direction technique with sustained brush sound that consistently conforms to tempo and style.
- 2 ☐ a flexible use of elements of expression (dynamics, accents, etc.)

☐ adjudicator comment:

Sub-
Total