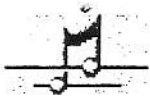


# MMEA-WD JR./SR. Festival Adjudicator's Form



## Jazz Keyboard/Guitar

Student Initials \_\_\_\_\_

Remainder of form for adjudicator use only.

Reg. Book \_\_\_ Computer \_\_\_ Final Score

### LEAD SHEET EVALUATION

(check ONE box ONLY per category)

#### 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 which is inhibited by technique.

#### MELODIC ACCURACY

The student performs:

- 10  all pitches/notes accurately.
- 8  most pitches/notes accurately
- 6  the majority of pitches/notes accurately, however has some difficulty with melodic precision.
- 4  several inaccurate pitches/notes but displays basic understanding of melodic control.
- 2  inaccurate pitches/notes throughout the performance. (i.e., missing key signatures, accidentals)

#### 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.

Adjudicator Comment:

### INTERPRETIVE STYLES/COMPING

#### SWING

The student demonstrates:

(Check ALL that APPLY)

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

#### LATIN

The student demonstrates:

(Check ALL that APPLY)

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

#### FUNK

The student demonstrates:

(Check ALL that APPLY)

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

#### BALLAD

The student demonstrates:

(Check ALL that APPLY)

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

Sub  
Total  
Score: