

MMEA-WD JR./SR. FESTIVAL

Adjudicator's Form

Multiple Percussion Solo

Student Initials _____

Remainder of form for adjudicator use only

SOLO EVALUATION

SET UP The student demonstrates:

(check all that apply; worth 2 points each)

- 2 _____ the proper set up which is conducive to a smooth performance and demonstrates accurate knowledge of proper performance practice
- 2 _____ use of a separate copy of music at each performance station

SNARE The student demonstrates:

(check all that apply; worth 2 points each)

- 2 _____ use of an appropriate grip; fingers are placed appropriately on the sticks to ensure for proper performance technique
- 2 _____ the appropriate rudimental execution when required
- 2 _____ evenness in rolls, sustaining sound with evenly spaced strokes
- 2 _____ proper sticking; appropriate use of left and right hand in relation to rhythmic figures
- 2 _____ utilizes the proper striking position on the snare head; appropriate for dynamics and tone quality desired

TIMPANI The student demonstrates:

(check all that apply; worth 2 points each)

- 2 _____ the performance of the correct pitches as written; a result of appropriate tuning
- 2 _____ a proper stroke – the manner in which the sound is produced is clear and controlled through the use of an appropriate grip and the correct striking placement on the drum head
- 2 _____ smooth control when switching between drums
- 2 _____ proper dampening; stopping sound cleanly and effectively
- 2 _____ appropriate mallet choice (sticks used are appropriate for the style of music)

CRASH CYMBALS & TAMBOURINE The student demonstrates: (check all that apply; worth 2 points each)

- 2 _____ proper dampening technique on the crash cymbals
- 2 _____ produces a clean sound when allowing cymbals to ring (chokes the sound only when marked)
- 2 _____ proficient technique of tambourine thumb rolls and shake rolls when required
- 2 _____ the appropriate technique for performing on the tambourine at all dynamic levels
- 2 _____ appropriate technique for the performance of rapid articulated passages on the tambourine

TRIANGLE AND BASS DRUM The student demonstrates: (check all that apply; worth 2 points each)

- 2 _____ the appropriate hand position when holding the triangle; allows for proper dampening technique
- 2 _____ the appropriate method of striking and rolling on the triangle
- 2 _____ the proper mallet technique for the bass drum; single strokes and rolls
- 2 _____ proper dampening technique on the bass drum when needed
- 2 _____ the proper striking position on the bass drum head

Reg. Book _____

Computer _____

Final Score _____

BELLS The student demonstrates: (check all that apply; worth 2 points each)

- 2 _____ appropriate bell mallet choice (consistent with the style of the music)
- 2 _____ proper sticking on bells
- 2 _____ appropriate use of left and right hand alternation
- 2 _____ the performance of the correct pitches as written
- 2 _____ striking the bars in the appropriate area

SUSPENDED CYMBAL The student demonstrates: (check all that apply; worth 2 points each)

- 2 _____ appropriate mallet choice for suspended cymbal
- 2 _____ appropriate roll technique on cymbal
- 2 _____ striking the outermost edges of cymbal in a smooth and even manner
- 2 _____ muffling at appropriate times according to printed music
- 2 _____ appropriate muffling technique

PERFORMANCE SKILLS The student: (check all that apply; worth 5 points each)

- 5 _____ does not create any extraneous sounds when moving from one instrument to another; when placing down or picking up mallets or auxiliary instruments

Overall Assessment of Solo (check ONE line ONLY per category)

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

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 _____ most rhythmic patterns incorrectly

INTERPRETATION The student performs:

- 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 _____ a limited amount of musicality/expression within the performance
- 2 _____ an absence of musical interpretation within the performance

Adjudicator's Comments:

Subtotal score: _____

MMEA-WD JR./SR. FESTIVAL

Adjudicator's Form

Percussion - Timpani Solo

Student Initials

Remainder of form for adjudicator use only

SOLO EVALUATION

(check **ONE** line **ONLY** per category)

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

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 _____ most rhythmic patterns incorrectly

INTONATION/PITCHES The student performs: (check all that apply; worth 2 points each)

- 2 _____ demonstrates the ability to tune a *specific drum* appropriately through the use of a reference pitch prior to the performance
- 2 _____ demonstrates accuracy of intervallic tuning between the instruments before beginning solo
- 2 _____ tunes the instruments up to the pitches needed through the increase of head tension, *prior to the performance*
- 2 _____ demonstrates the accuracy of changing and \ tuning pitches during the solo (when applicable)
- 2 _____ performs the correct notes/pitches as written

Adjudicator's comments:

TECHNIQUE/ARTICULATION The musician:

C = Consistently I = Inconsistently R = Rarely

Check the one line that applies to each category

C I R C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | performs with a clear differentiation between styles of articulations as marked |
| _____ | _____ | _____ | performs evenness in rolls, sustaining sound with evenly spaced single strokes |
| _____ | _____ | _____ | performs proper sticking; appropriate use of left and right hand |
| _____ | _____ | _____ | strikes the proper area on the instrument |
| _____ | _____ | _____ | performs proper dampening; stopping sound effectively using appropriate finger positions |

Comments:

MUSICIANSHIP The musician:

C = Consistently I = Inconsistently R = Rarely

Check the one line that applies to each category

C I R C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | demonstrates control of musical <i>time/pulse</i> appropriate for the style of music (i.e. use of steady beat and/or use of rubato, ritardando, stringendo) |
| _____ | _____ | _____ | demonstrates <i>dynamic contrast</i> notated by composer |
| _____ | _____ | _____ | demonstrates the ability to <i>shape and contour</i> the melodic line; dynamic nuance not notated by composer |
| _____ | _____ | _____ | demonstrates <i>inflection of rhythmic patterns</i> appropriate to the style and phrase structure of composition |

Comments:

Subtotal score:

MMEA-WD JR./SR. FESTIVAL

Adjudicator's Form

Percussion - Mallet Solo

Student Initials

Remainder of form for adjudicator use only

SOLO EVALUATION

(check **ONE** line **ONLY** per category)

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)

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

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 _____ most rhythmic patterns incorrectly

Adjudicator's comments:

TECHNIQUE/ARTICULATION The musician:

C = Consistently I = Inconsistently R = Rarely

Check the one line that applies to each category

C I R C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | performs with a clear differentiation
between styles of articulations as
marked |
| _____ | _____ | _____ | performs evenness in rolls,
sustaining sound with evenly spaced
single strokes |
| _____ | _____ | _____ | performs proper sticking;
appropriate use of left and right
hand |
| _____ | _____ | _____ | strikes the proper area on the
instrument |
| _____ | _____ | _____ | uses the appropriate mallets (mallets
are consistent with the style of the
solo) |

Comments:

MUSICIANSHIP The musician:

C = Consistently I = Inconsistently R = Rarely

Check the one line that applies to each category

C I R C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | demonstrates control of musical
<i>time/pulse</i> appropriate for the style of
music (i.e. use of steady beat and/or use
of rubato, ritardando, stringendo) |
| _____ | _____ | _____ | demonstrates <i>dynamic contrast</i> notated
by composer |
| _____ | _____ | _____ | demonstrates the ability to <i>shape and
contour</i> the melodic line; dynamic
nuance not notated by composer |
| _____ | _____ | _____ | demonstrates <i>inflection of rhythmic
patterns</i> appropriate to the style and
phrase structure of composition |

Comments:

Subtotal score:

MMEA-WD JR./SR. FESTIVAL
Adjudicator's Form
Percussion Scales and Sight Reading

Student Initials

Remainder of form for adjudicator use only

SIGHT READING EVALUATION
(check ONE line ONLY per category)

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

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 _____ most rhythmic patterns incorrectly

INTERPRETATION The student performs:

- 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 _____ a limited amount of musicality/expression within the performance
 2 _____ an absence of musical interpretation within the performance

TONE: The student's tone quality is a result of: *(check all that apply; worth 1 point each)*

- 1 _____ striking the proper area on the instrument
 1 _____ a proper stroke, the manner in which the sound is produced is clear and controlled
 1 _____ the proper balance/strength between the left and right hand
 1 _____ appropriate mallet choice (mallets are consistent with the style of the solo)
 1 _____ appropriate amount of tension in grip

TECHNIQUE/ARTICULATION

The student performs:

(Check all that apply; worth 1 point each)

- 1 _____ with clear differentiation between styles of articulations as marked
 1 _____ evenness in rolls, sustaining sound with evenly spaced rolls
 1 _____ appropriate accents as marked
 1 _____ appropriate ornamentation as marked (flams, drags, etc.)
 1 _____ appropriate length of notes as marked

*Only check **ONE** box in this category **IF** it applies to the student's performance:*

Snare Sight Readers (only):

The student demonstrates:

- 2 _____ appropriate rudimental control

Timpani or Mallet Sight Readers (only):

The student demonstrates:

- 2 _____ a high degree of melodic accuracy

SCALE EVALUATION

Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance.

*(check **ONE** box only per scale requested)*

The student performs:

_____ Maj. _____ Maj. _____ Chromatic

- | | | |
|---------|---------|--------------------------------------|
| 5 _____ | 5 _____ | 5 _____ all pitches/notes accurately |
| 4 _____ | 4 _____ | 4 _____ missing 1-2 pitches/notes |
| 3 _____ | 3 _____ | 3 _____ missing 3-4 pitches/notes |
| 2 _____ | 2 _____ | 2 _____ missing 5-6 pitches/notes |
| 1 _____ | 1 _____ | 1 _____ missing more than 6 pitches |

TECHNIQUE The student performs:

*(Check **ALL** that apply – worth 1 point each)*

- 1 _____ both of the major scales using the appropriate rhythmic pattern as required
 1 _____ the chromatic scale using the appropriate rhythmic pattern as required
 1 _____ all scales with even and consistent pulse at the required tempo
 1 _____ all scales with the appropriate mallet control
 1 _____ all scales with a consistent, balanced tone quality in all registers

Adjudicator's comments:

Subtotal score:

MMEA-WD JR./SR. FESTIVAL

Adjudicator's Form

Percussion - Snare Solo

Student Initials

Remainder of form for adjudicator use only

SOLO EVALUATION

(check **ONE** line **ONLY** per category)

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

RHYTHMIC ACCURACY The student performs:

- 10 _____ accurate rhythms throughout
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- 6 _____ many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used)
- 4 _____ many rhythmic patterns incorrectly or inconsistently
- 2 _____ most rhythmic patterns incorrectly

FUNDAMENTALS The student ('s): (*check all that apply; worth 2 points each*)

- 2 _____ uses an appropriate grip (matched or traditional). Fingers are placed appropriately on the sticks to ensure for proper performance technique.
- 2 _____ stick height is appropriate for the style and dynamics of music being performed.
- 2 _____ varies the tone quality of the performance by altering the striking position on the head; appropriate for the style and dynamics of the music.
- 2 _____ performs with proper sticking; appropriate use of left and right hand.
- 2 _____ choice of sticks is appropriate for the style and character of performance.

Adjudicator's comments:

TECHNIQUE/ARTICULATION The musician:

C = Consistently I = Inconsistently R = Rarely

Check the one line that applies to each category

C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | performs with a clear differentiation between styles of articulations as marked |
| _____ | _____ | _____ | performs evenness in rolls, sustaining sound with evenly spaced strokes |
| _____ | _____ | _____ | uses sticking patterns which are appropriate for the rudiment required |
| _____ | _____ | _____ | rudimental ornamentation does not effect the rhythmic integrity of the performance |
| _____ | _____ | _____ | performs rudiments at the appropriate dynamic as marked |

Comments:

MUSICIANSHIP The musician:

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C = 5 pts. I = 3 pts. R = 1 pt.

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | demonstrates control of musical <i>time/pulse</i> appropriate for the style of music (i.e. use of steady beat and/or use of rubato, ritardando, stringendo) |
| _____ | _____ | _____ | demonstrates <i>dynamic contrast</i> notated by composer |
| _____ | _____ | _____ | demonstrates the ability to <i>shape and contour</i> the melodic line; dynamic nuance not notated by composer |
| _____ | _____ | _____ | demonstrates <i>inflection of rhythmic patterns</i> appropriate to the style and phrase structure of composition |

Comments:

Subtotal score: