

MMEA-WD JR./SR. Festival

Adjudicator's Form



Jazz Bass

Student Initials _____

Remainder of form for adjudicator use only.

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 ☐ an absence of musical interpretation within the performance.

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.

☐

Reg. Book _____ Computer _____ Final Score _____

INTERPRETIVE STYLES

SWING The student demonstrates:

(Check ALL that APPLY)

- 1 ☐ an outline of the appropriate chord functions/qualities.
- 1 ☐ an understanding of harmonic sequence.
- 1 ☐ appropriate placement of non-chord tones.
- 1 ☐ voice leading which is smooth/logical movement from chord to chord.
- 1 ☐ a rhythmic presentation which accounts for the style required.

FUNK The student demonstrates:

(Check ALL that APPLY)

- 1 ☐ an outline of the appropriate chord functions/qualities.
- 1 ☐ appropriate right hand technique for the funk style.
- 1 ☐ appropriate placement of non-chord tones.
- 1 ☐ voice leading which is smooth/logical movement from chord to chord.
- 1 ☐ a rhythmic presentation which accounts for the style required.

LATIN The student demonstrates:

(Check ALL that APPLY)

- 1 ☐ an outline of appropriate chord functions/qualities.
- 1 ☐ an understanding of harmonic sequence.
- 1 ☐ appropriate placement of non-chord tones.
- 1 ☐ voice leading which is smooth/logical movement from chord to chord.
- 1 ☐ a rhythmic presentation which accounts for the style required.

BALLAD The student demonstrates:

(Check ALL that APPLY)

- 1 ☐ an outline of the appropriate chord functions/qualities.
- 1 ☐ an understanding of harmonic sequence.
- 1 ☐ appropriate placement of non-chord tones.
- 1 ☐ voice leading which is smooth/logical movement from chord to chord.
- 1 ☐ a rhythmic presentation which accounts for the style required.

Adjudicator Comment:

☐

Sub-total