

GMMDV High & Middle School Jazz Saxophone and Brass Score Sheet

Name _____

Date _____

Instrument _____

Grade _____

School _____

Director _____

Preference: Chorus Jazz Orchestra

Accepted: YES NO Part _____

Saxophones: Please circle the saxophones you have access to, and are both willing and able to play. Alto Tenor Bari

Directors: Please initial to indicate that you agree the student has both the ability to play and access to the circled members of the saxophone family. _____

Tune – Rhythmic/Feel Accuracy	Rhythm/Feel problems are significant. 1-2-3	There are several places in which the rhythms/feel are unclear or inaccurate. 4-5	Most rhythms/feel are correct, with a few spots of inaccuracy. 6-7	Rhythms/Feel are mostly accurate with 1-2 small errors. 8-9	Rhythms/Feel is accurate and reflects the style of the chart. 10
Tune – Note Accuracy	Note accuracy problems are significant. 1-2-3	There are several wrong notes, which detract from the performance. 4-5	Most notes are performed accurately, with a few spots of inaccuracy. 6-7	Notes are performed mostly accurately with 1-2 small errors. 8-9	All notes are performed accurately with clear stylistic intent. 10
Tune – Tone Quality	Significant issues with characteristic tone of instrument and style throughout. 1-2-3	There are several spots where the tone is uncharacteristic. 4-5	Tone is mostly characteristic with a few spots of inaccuracy. 6-7	Tone is characteristic in most passages, but distorted in 1-2. 8-9	Tone is characteristic of the instrument and style throughout all ranges and registers. 10
Tune – Intonation	Intonation presents several considerable issues. 1	Intonation detracts from the overall performance. 2	Intonation creates small problems throughout performance. 3	Intonation is mostly accurate. 4	Intonation is accurate throughout the student's range. All necessary corrections to pitch are made. 5
Tune – Dynamics	Dynamic choices detract from the overall performance. 1	Dynamics are rarely evident in music expression or style. 2	Some dynamics are evident and expressive. 3	Dynamics are mostly evident throughout. 4	Dynamics are musically expressive and consistent to the style. 5
Tune – Phrasing	Phrasing choices detract from the overall performance. 1	Phrases are inconsistent or awkward. 2	There are small problems with phrasing. 3	The student phrases things appropriately for the style. 4	Student phrasing choices enhance the overall performance. 5
Tune – Articulation	The student consistently demonstrates poor articulation technique. 1	Articulations are not stylistically appropriate. 2	Some articulations are stylistically appropriate. 3	Articulations are technically accurate, but not stylistically appropriate. 4	Articulations are accurate and stylistically appropriate. 5

Improvisation – Technical Elements	There is no evidence that the student is aware of the form or the style. 1-2-3	The student shows some awareness of the form and or style. 4-5	The student displays a basic awareness of the form and style. 6-7	The student displays a solid awareness of the form and style. Refinement and fluency is needed. 8-9	The student demonstrated a sophisticated understanding of the form, style, and harmony. 10
Improvisation – Expressive Elements	Tone, range, articulation, and phrasing are not developed. 1-2-3	Tone, range, articulation, and phrasing are somewhat developed. 4-5	Tone, range, articulation, and phrasing are developed, but not stylistically appropriate. 6-7	Tone, range, articulation, and phrasing are developed, and stylistically appropriate, though more fluency and variety are needed to engage the listener. 8-9	Tone, range, articulation, and phrasing are developed and stylistically appropriate. The student uses expressive elements in a sophisticated way that fully engages the listener. 10
Technical Study – Pitch Accuracy	Student has difficulty completing the study or plays a different one. 1-2-3	Student completes the study with multiple or significant errors. 4-5	Student completes the study with some errors. 6-7	Student completes the study in one try with 1-2 pitch errors. 8-9	All pitches are performed accurately. 10
Technical Study – Rhythmic/Feel Accuracy	Student has difficulty completing the study or plays a different one. 1-2-3	Student completes the study with multiple rhythmic errors or in an entirely wrong style. 4-5	Student completes the study with 3 or more rhythmic errors. 6-7	Student completes the study in one try with 1-2 rhythmic errors. 8-9	All rhythms are performed correctly with stylistic accuracy. 10
Sight Reading – Rhythmic Accuracy/Feel and Tempo	Significant errors in rhythms, pulse is not discernible. 1	Frequent errors in rhythms, pulse is inconsistent. 2	Rhythms are slightly inaccurate, within a reasonable tempo range. 3	Rhythms are nearly accurate, though some rhythms lack precision; within a reasonable tempo range. 4	All rhythms are precise; within a reasonable tempo range. 5
Sight Reading – Pitch Accuracy	The performance does not demonstrate an expression of musical notation. 1	There are many wrong notes, which detract from the performance. 2	Many notes are performed accurately, though there are still consistent errors. 3	Most notes are performed accurately; there are mistakes rather than consistent errors. 4	All notes are performed accurately. 5

Adjudicator Signature: Comments:	Score: _____ out of 100
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