

**Massachusetts Music Educators' Association  
Northeastern District Senior Festival  
Jazz Drum Audition Form**

**LEAD SHEET EVALUATION**

**Rhythmic Accuracy: The student performs ...**

- 10 accurate rhythms throughout.
- 9-8 nearly accurate rhythms, but lacks precise interpretation of some patterns.
- 7-6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used.)
- 5-4 many rhythmic patterns incorrectly or inconsistently.
- 3-2 the majority of rhythmic patterns incorrectly.

**Tempo: The student's tempo ...**

- 10 is accurate and consistent with the printed tempo markings.
- 9-8 approaches the printed tempo, yet the performed tempo does not detract significantly from the performance.
- 7-6 is different from the printed tempo resulting in an inappropriate tempo for the selection, yet is consistent.
- 5-4 is inconsistent (i.e. rushing, dragging, inaccurate tempo changes.)
- 3-2 is not accurate or consistent.

**Interpretation: The student demonstrates ...**

- 10 the highest level of musicality, including well shaped phrases and dynamics.
- 9-8 a high level of musicality, but has some phrases that are not consistent with the overall level of expression.
- 7-6 a moderate level of musicality and understanding.
- 5-4 only a limited amount of musicality and understanding.
- 3-2 a very limited amount of musicality and understanding.

**Technical Facility: The student demonstrates ...**

- 2-1 independence of bass drum and cymbal feet.
- 2-1 a clear difference between types of accents/kicks.
- 2-1 an independence of feet and hands.
- 2-1 an independence of left and right hands.
- 2-1 appropriate control of sticks through the use of the proper grip and stroke.

**Sight Reading: Degree of accuracy**

Rhythmic:	5	4	3	2	1
Accents and Dynamics:	5	4	3	2	1
Phrasing:	5	4	3	2	1

**STYLE EVALUATION**

**Interpretive Style - Swing:**

**The student demonstrates ...**

- 2-1 appropriate rhythmic control for the style required.
- 2-1 appropriate use of bass drum for the style required.
- 2.1 appropriate cymbal technique for the style required.
- 2-1 appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2-1 a flexible use of elements of expression (dynamics, accents, etc.)

Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Selection Performed: \_\_\_\_\_  
 School Code:

**Interpretive Style - Waltz:**

**The student demonstrates ...**

- 2-1 appropriate rhythmic control for the style required.
- 2-1 appropriate use of bass drum for the style required.
- 2.2 appropriate cymbal technique for the style required.
- 2-1 appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2-1 a flexible use of elements of expression (dynamics, accents, etc.)

**Interpretive Style - Bossa Nova:**

**The student demonstrates ...**

- 2-1 appropriate rhythmic control for the style required.
- 2-1 appropriate use of bass drum for the style required.
- 2-1 appropriate cymbal technique for the style required.
- 2-1 appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2-1 a flexible use of elements of expression (dynamics, accents, etc.)

**Interpretive Style - Funk:**

**The student demonstrates ...**

- 2-1 appropriate rhythmic control for the style required.
- 2-1 appropriate use of bass drum for the style required.
- 2-1 appropriate cymbal technique for the style required.
- 2-1 appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 2-1 a flexible use of elements of expression (dynamics, accents, etc.)

Adjudicator's Signature: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total score:

**Manager's use only**

**Accepted with All State Rec.**

**Part:** \_\_\_\_\_

**Chair:** \_\_\_\_\_

**Not Accepted at this time.**

**Massachusetts Music Educators' Association  
Northeastern District Senior Festival  
Jazz Saxophone/Brass Audition Form**

**Tone Quality: The student's tone quality ...**

- 10 is full and rich and characteristic of the tone quality of the instrument in all ranges and registers.
- 9-8 is of a characteristic tone.
- 7-6 is full in most ranges, but distorts occasionally in some passages.
- 5-4 exhibits some flaws in production (i.e. slightly thin or unfocused sound, forced.)
- 3-2 exhibits many major flaws, and is not a tone quality characteristic of the instrument.

**Intonation: The student's intonation ...**

- 10 is accurate throughout in all ranges and registers.
- 9-8 is accurate; student fails to adjust isolated pitches, yet demonstrates minimal intonation difficulties.
- 7-6 is mostly accurate, but includes out of tune notes. Pitch adjustment is not to an acceptable standard.
- 5-4 exhibits basic sense of intonation, yet has significant problems, and makes no attempts to adjust pitch.
- 3-2 is not accurate. The performance is out of tune.

**Interpretation: The student demonstrates ...**

- 10 the highest level of musicality, including well shaped phrases and dynamics.
- 9-8 a high level of musicality, but has some phrases that are not consistent with the overall level of expression.
- 7-6 a moderate level of musicality and understanding.
- 5-4 only a limited amount of musicality and understanding.
- 3-2 a very limited amount of musicality and understanding.

**Technical Facility: The student demonstrates ...**

- 10 great dexterity and flexibility in all ranges and registers.
- 9-8 generally good technique; problems occur infrequently in difficult passages.
- 7-6 occasionally good technique; problems occur frequently in difficult passages.
- 5-4 evident problems in complex passages as well as some easier passages.
- 3-2 poor technical facility.

**Articulation: The student's articulation is ...**

- 10 clear and appropriate and shows consistent jazz style.
- 9-8 proper and consistent with only minor stylistic variations.
- 7-6 correct some of the time.
- 5-4 frequently incorrect.
- 3-2 inconsistent and not appropriate.

**Scales: The student performs scales with ...**

- Chrom #1 \_\_\_\_\_ #2 \_\_\_\_\_
- 3 3 3 all accurate pitches.
  - 2 2 2 many accurate pitches.
  - 1 1 1 numerous inaccurate pitches.
- 
- 1 - 2 1 - 2 1 - 2 correct tempo.
  - 1 - 2 1 - 2 1 - 2 correct articulation.
  - 1 - 2 1 - 2 1 - 2 full range as required.
  - 1 - 2 1 - 2 1 - 2 correct rhythmic patterns.

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Instrument: \_\_\_\_\_

Saxophonists: double on clarinet? \_\_\_ flute? \_\_\_

Selection Performed: \_\_\_\_\_

School Code:

Preferred Ensemble:  Band  Jazz  Orchestra

**Melodic Accuracy: The student performs ...**

- 10 all pitches/notes accurately.
- 9-8 most pitches/notes accurately.
- 7-6 many pitches/notes accurately.
- 5-4 numerous inaccurate pitches/notes.
- 3-2 inaccurate pitches/notes throughout the music (i.e. missing key signatures, accidentals, etc.)

**Rhythmic Accuracy: The student performs ...**

- 10 accurate rhythms throughout.
- 9-8 nearly accurate rhythms, but lacks precise interpretation of some patterns.
- 7-6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used.)
- 5-4 many rhythmic patterns incorrectly or inconsistently.
- 3-2 the majority of rhythmic patterns incorrectly.

**Improvisation:**

**The student performs with ...**

- 5 the highest level of musicality, understanding and creativity, with a wide variety of rhythmic motifs.
- 4 a high level of musicality, understanding and creativity, but with a limited amount of variety.
- 3 a moderate level of musicality, understanding, and creativity.
- 2 a limited amount of musicality, understanding, and creativity.
- 1 a very limited amount of musicality, understanding, and creativity.

**Sight Reading: Degree of accuracy**

Rhythmic:	5	4	3	2	1
Melodic:	5	4	3	2	1

**Brass Range Check (not scored):**

Adjudicator's Signature: \_\_\_\_\_

Additional comments: \_\_\_\_\_

Total score:

**Manager's use only**

**Accepted with All State Rec.**

**Part:** \_\_\_\_\_

**Chair:** \_\_\_\_\_

**Not Accepted at this time.**

**Massachusetts Music Educators' Association  
Northeastern District Senior Festival  
Jazz Bass Audition Form**

**Tone Quality: The student's tone quality ...**

- 10 is full and rich and characteristic of the tone quality of the instrument in all ranges and registers.
- 9-8 is of a characteristic tone.
- 7-6 is full in most ranges, but distorts occasionally in some passages.
- 5-4 exhibits some flaws in production (i.e. slightly thin or unfocused sound, forced.)
- 3-2 exhibits many major flaws, and is not a tone quality characteristic of the instrument.

**Intonation: The student's intonation ...**

- 10 is accurate throughout in all ranges and registers.
- 9-8 is accurate; student fails to adjust isolated pitches, yet demonstrates minimal intonation difficulties.
- 7-6 is mostly accurate, but includes out of tune notes. Pitch adjustment is not to an acceptable standard.
- 5-4 exhibits basic sense of intonation, yet has significant problems, and makes no attempts to adjust pitch.
- 3-2 is not accurate. The performance is out of tune.

**Interpretation: The student demonstrates ...**

- 10 the highest level of musicality, including well shaped phrases and dynamics.
- 9-8 a high level of musicality, but has some phrases that are not consistent with the overall level of expression.
- 7-6 a moderate level of musicality and understanding.
- 5-4 only a limited amount of musicality and understanding.
- 3-2 a very limited amount of musicality and understanding.

**Technical Facility: The student demonstrates ...**

- 10 great dexterity and flexibility in all ranges and registers.
- 9-8 generally good technique; problems occur infrequently in difficult passages.
- 7-6 occasionally good technique; problems occur frequently in difficult passages.
- 5-4 evident problems in complex passages as well as some easier passages.
- 3-2 poor technical facility.

**Articulation: The student's articulation is ...**

- 10 clear and appropriate and shows consistent jazz style.
- 9-8 proper and consistent with only minor stylistic variations.
- 7-6 correct some of the time.
- 5-4 frequently incorrect.
- 3-2 inconsistent and not appropriate.

**Scales: The student performs scales with ...**

- |          |       |    |       |                              |
|----------|-------|----|-------|------------------------------|
| Chrom #1 | _____ | #2 | _____ |                              |
| 3        | 3     | 3  |       | all accurate pitches.        |
| 2        | 2     | 2  |       | many accurate pitches.       |
| 1        | 1     | 1  |       | numerous inaccurate pitches. |

- |       |       |       |  |                            |
|-------|-------|-------|--|----------------------------|
| 1 - 2 | 1 - 2 | 1 - 2 |  | correct tempo.             |
| 1 - 2 | 1 - 2 | 1 - 2 |  | correct articulation.      |
| 1 - 2 | 1 - 2 | 1 - 2 |  | full range as required.    |
| 1 - 2 | 1 - 2 | 1 - 2 |  | correct rhythmic patterns. |

**Sight Reading: Degree of accuracy**

Rhythmic:	5	4	3	2	1
Melodic:	5	4	3	2	1

Name: \_\_\_\_\_  
Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Selection Performed: \_\_\_\_\_  
School Code:

Preferred Ensemble:  Band  Jazz  Orchestra

**Blues and Rhythm Changes Walking (Total: )**

- 3-2-1 Accurate placement of chords. Chord tones appropriate to the function of harmony across time.
- 3-2-1 Smooth and logical voice leading from chord to chord.
- 3-2-1 Proper use of extensions, substitutions and alterations.
- 3-2-1 Appropriate rhythmic patterns for style required.
- 3-2-1 Maintaining steady beat in comping pattern.

**Major and Minor ii/V/I Walking (Total: )**

- 3-2-1 Outline appropriate chords and qualities.
- 3-2-1 Demonstrates an understanding of harmonic sequence.
- 3-2-1 Appropriate placement of non-chord tones.
- 3-2-1 Voice leading is smooth and logically moves from chord to chord.

**Melodic Accuracy: The student performs ...**

- 10 all pitches/notes accurately with excellent intonation.
- 9-8 most pitches/notes accurately with good intonation.
- 7-6 many pitches/notes accurately with good intonation.
- 5-4 numerous inaccurate pitches/notes.
- 3-2 inaccurate pitches/notes throughout the music (i.e. missing key signatures, accidentals, etc.)

**Rhythmic Accuracy: The student performs ...**

- 10 accurate rhythms throughout.
- 9-8 nearly accurate rhythms, but lacks precise interpretation of some patterns.
- 7-6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used.)
- 5-4 many rhythmic patterns incorrectly or inconsistently.
- 3-2 the majority of rhythmic patterns incorrectly.

**Improvisation: The student performs with ...**

- 5 the highest level of musicality, understanding and creativity, with a wide variety of rhythmic motifs.
- 4 a high level of musicality, understanding and creativity, but with a limited amount of variety.
- 3 a moderate level of musicality, understanding, and creativity.
- 2 a limited amount of musicality, understanding, and creativity.
- 1 a very limited amount of musicality, understanding, and creativity.

Adjudicator's Signature: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_   
Total score: \_\_\_\_\_

**Manager's use only**

Accepted with All State Rec.  
Part: \_\_\_\_\_ Chair: \_\_\_\_\_

Not accepted at this time.

**Massachusetts Music Educators' Association  
Northeastern District Senior Festival  
Jazz Piano/Guitar/Vibes Audition Form**

**Interpretation: The student demonstrates ...**

- 10 the highest level of musicality, including well shaped phrases and dynamics.
- 9-8 a high level of musicality, but has some phrases that are not consistent with the overall level of expression.
- 7-6 a moderate level of musicality and understanding.
- 5-4 only a limited amount of musicality and understanding.
- 3-2 a very limited amount of musicality and understanding.

**Technical Facility: The student demonstrates ...**

- 10 great dexterity and flexibility in all ranges and registers.
- 9-8 generally good technique; problems occur infrequently in difficult passages.
- 7-6 occasionally good technique; problems occur frequently in difficult passages.
- 5-4 evident problems in complex passages as well as some easier passages.
- 3-2 poor technical facility.

**Articulation: The student's articulation is ...**

- 10 clear and appropriate and shows consistent jazz style.
- 9-8 proper and consistent with only minor stylistic variations.
- 7-6 correct some of the time.
- 5-4 frequently incorrect.
- 3-2 inconsistent and not appropriate.

**Intonation (guitar only): The student's intonation ...**

- 10 is accurate throughout in all ranges and registers.
- 9-8 is accurate; student fails to adjust isolated pitches, yet demonstrates minimal intonation difficulties.
- 7-6 is mostly accurate, but includes out of tune notes. Pitch adjustment is not to an acceptable standard.
- 5-4 exhibits basic sense of intonation, yet has significant problems, and makes no attempts to adjust pitch.
- 3-2 is not accurate. The performance is out of tune.

**Scales: The student performs scales with ...**

- |          |       |     |       |                              |
|----------|-------|-----|-------|------------------------------|
| Chrom #1 | _____ | #2  | _____ |                              |
| 3        | 3     | 3   |       | all accurate pitches.        |
| 2        | 2     | 2   |       | many accurate pitches.       |
| 1        | 1     | 1   |       | numerous inaccurate pitches. |
| 1-2      | 1-2   | 1-2 |       | correct tempo.               |
| 1-2      | 1-2   | 1-2 |       | correct articulation.        |
| 1-2      | 1-2   | 1-2 |       | full range as required.      |
| 1-2      | 1-2   | 1-2 |       | correct rhythmic patterns.   |

**Blues and Rhythm Changes Comping**

**(Total: )**

- 3-2-1 Accurate placement of chords. Chord tones appropriate to the function of harmony across time.
- 3-2-1 Smooth and logical voice leading from chord to chord.
- 3-2-1 Proper use of extensions, substitutions and alterations.
- 3-2-1 Appropriate rhythmic patterns for style required.
- 3-2-1 Maintaining steady beat in comping pattern.

**Sight Reading: Degree of accuracy**

Rhythmic:	5	4	3	2	1
Melodic:	5	4	3	2	1

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Instrument: \_\_\_\_\_

Selection Performed: \_\_\_\_\_

School Code:

Preferred Ensemble:  Band  Jazz  Orchestra

**Major and Minor ii/V/I Comping**

**(Total: )**

- 3-2-1 Performs appropriate chords and qualities.
- 3-2-1 Demonstrates an understanding of harmonic sequence.
- 3-2-1 Appropriate placement of non-chord tones.
- 3-2-1 Voice leading is smooth and logically moves from chord to chord.

**Melodic Accuracy: The student performs ...**

- 10 all pitches/notes accurately.
- 9-8 most pitches/notes accurately.
- 7-6 many pitches/notes accurately.
- 5-4 numerous inaccurate pitches/notes.
- 3-2 inaccurate pitches/notes throughout the music (i.e. missing key signatures, accidentals, etc.)

**Rhythmic Accuracy: The student performs ...**

- 10 accurate rhythms throughout.
- 9-8 nearly accurate rhythms, but lacks precise interpretation of some patterns.
- 7-6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used.)
- 5-4 many rhythmic patterns incorrectly or inconsistently.
- 3-2 the majority of rhythmic patterns incorrectly.

**Improvisation:**

**The student performs with ...**

- 5 the highest level of musicality, understanding and creativity, with a wide variety of rhythmic motifs.
- 4 a high level of musicality, understanding and creativity, but with a limited amount of variety.
- 3 a moderate level of musicality, understanding, and creativity.
- 2 a limited amount of musicality, understanding, and creativity.
- 1 a very limited amount of musicality, understanding, and creativity.

Adjudicator's Signature: \_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total score:

**Manager's use only**

**Accepted with All State Rec.**

**Part:** \_\_\_\_\_ **Chair:** \_\_\_\_\_

**Not Accepted at this time.**