

Place student label here

Southeastern District MMEA
WOODWIND/BRASS AUDITION
Solo Evaluation Total Score:

front and back

Adjudicators Signature: _____

Select and circle only one number that applies in each category

Tone **The student's tone;**

- 10 - 9 **is full , rich** and characteristic of the tone quality of the instrument in all ranges and registers
- 8 - 7 **is of a characteristic tone** quality in most ranges but distorts in some passages.
- 6 - 5 **exhibits some flaws** in production (slightly thin or unfocused sound, breath not used efficiently)
- 4 - 3 **has several flaws** in basic production, (consistently thin/unfocused sound, forced breath))
- 2 **is a tone quality** which hinders the performance

Intonation **The student's intonation;**

- 10 - 9 **is accurate** in all ranges and registers
- 8 - 7 **is mostly accurate.** The student adjusts the few problem pitches to an acceptable standard.
- 6 - 5 **is somewhat accurate** but includes out of tune notes. The student adjusts these problem pitches with some success.
- 4 - 3 **exhibits a basic sense** of intonation, yet has problems; student makes little attempt at adjustment of problem pitches.
- 2 **is not accurate** and hinders the performance quality

Melodic Accuracy **The student performs;**

- 10 - 9 **all pitches/notes accurately.**
- 8 - 7 **most pitches/notes accurately** ly
- 6 - 5 **the majority of pitches/notes accurately; however** has some difficulty with melodic precision.
- 4 - 3 **several inaccurate pitches/notes but displays basic** understanding of melodic control
- 2 **the majority of pitches/notes incorrectly**

Tempo **The student;**

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

Rhythmic Accuracy **The student performs;**

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

Total of all above categories:

Technique/Articulation

(place a number in each box which applies)

The student;

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates **appropriate slurs as marked.**

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates **appropriate execution of the legato, staccato and marcato articulations.**

- 5 consistently 4 mostly 3 sometimes 2 rarely

performs **in the extreme upper register** of the instrument **with proper facility and control**

- 5 consistently 4 mostly 3 sometimes 2 rarely

performs **in the extreme lower register** of the instrument **with proper facility and control**

Total for Technique/Articulation

Musicianship (place a number in each box which applies) **The student;**

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates control of the musical time/pulse appropriate for the style of music. (i.e. use of steady beat, and/or use of rubato, ritardando, stringendo)

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates dynamic contrast notated by the composer.

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates the ability to shape and contour the rhythmic line; dynamic nuance not notated by composer

- 5 consistently 4 mostly 3 sometimes 2 rarely

demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of the composition.

- 5 consistently 4 mostly 3 sometimes 2 rarely

performs with effective breath management, inhaling at times that compliment the phrase structure.

Total for Musicianship

**Front
Page total**



Adjudicators Signature: _____

Woodwind/Brass Scales

Adjudicator should fill in the names of the required scales for assessment in the spaces provided. Check the box in the column that best describes the student's performance (one box per scale)

The student performs:

_____ Maj.	_____ Maj.	_____ Chromatic
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/> <u>all</u> accurate pitches
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/> <u>mostly</u> accurate pitches
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/> <u>some</u> accurate pitches
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/> <u>few</u> acceptable pitches

Scale Technique

Check all that apply (1 point each)

The student played both major scales:

1 <input type="checkbox"/>	the <u>required range</u> for the instrument.
1 <input type="checkbox"/>	the proper and <u>steady suggested tempo</u> .

The student played the chromatic scale:

1 <input type="checkbox"/>	the <u>required range</u> for the instrument.
1 <input type="checkbox"/>	the proper and <u>steady suggested tempo</u> .

Total of Scores for Scales

Woodwind/Brass Sight Reading

Melodic Accuracy

(place a number in each box which appropriately completes the sentence)

4 - ALL 3 - MOST 2 - SOME 1 - FEW

The student performs pitches and notes accurately.

Rhythmic Accuracy

(place a number in each box which appropriately completes the sentence)

4 - ALL 3 - MOST 2 - SOME 1 - FEW

The student performs rhythms accurately throughout.

Interpretation

(place a number in each box which appropriately completes the sentence)

2 - ALL 1 - FEW

The student performs dynamics as marked.

2 - ALL 1 - FEW

The student includes well shaped phrase.

Total of Scores for Sight Reading

Page total :