

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

Classification of Bands

High School

Division 1-----High School enrollment of 1,100 or over

Division 2-----High School enrollment of 1,099 or less

Comments only

Middle School

Division 1-----Student participation up to grade 9

Division 2-----Student participation up to grade 8

Division 4-----Student participation up to grade 6

Comments only

Cape and Islands and Western District Festivals---Combos can participate, but if receiving a gold medal cannot participate in Hatch Shell performance.

MASSACHUSETTS ASSOCIATION for JAZZ EDUCATION

JAZZ ENSEMBLE/JAZZ COMBO ADJUDICATION CRITERIA REFERENCE

Condensed Version

CRITERIA REFERENCE

GOLD MEDAL-----Superior performance in which lapses are almost non-existent & minor in nature throughout the entire performance

SILVER MEDAL-----Excellent performance in which lapses are infrequent & minor in nature throughout the entire performance

BRONZE MEDAL---Good performance in which lapses are fairly frequent throughout the entire performance

MERIT MEDAL----- Fair performance in which lapses are frequent throughout the entire performance

ADJUDICATION CATEGORIES

ENSEMBLE SOUND QUALITIES

Tone quality-----maturity, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation-----sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

ENSEMBLE MUSICALITY

Balance----- balance within each section, balance of ensemble, transparency

Dynamics-----captures wide range of appropriate dynamic levels, contrasts

Phrasing-----shaping of phrases with melodic & chordal sensitivity, uniformity of interpretation, connection of phrases, breathing

Articulation concepts-----stylistically correct articulation concepts, executes with like interpretations

Interpretation--stylistic accuracy, articulation concepts, tempo, instrumentation, historical content

ENSEMBLE RHYTHMIC ACCURACY

Rhythmic precision---- consistency of pulse, internal interpretation of rhythmic figures within pulse, alignment of rhythmic figures, entrances, releases, accents, dexterity, clarity

Technique-----students ability to execute in more complex passages

Tempo-----establishing & maintaining stylistically correct tempo, steadiness of tempo

RHYTHM SECTION

Balance----- within sections, overall ensemble

Tone Quality---- amplified instruments & percussive instruments

Comping Voicings----appropriate jazz voicings used by keyboard & guitar players

Comping Style----- appropriate style, does not clutter with other comping players

Bass lines---constructed & performed properly, steady tempo, connects with drummer

Fills-----stylistically correct, connects with ensemble

Style & Flow-----Steady tempo, appropriate rhythmic feel, intensity, drive, flow, interaction with soloists

IMPROVISATION

Variety of soloists-----variety of soloists from various sections

Melodic/harmonic content---shows maturity & understanding while making melodic & harmonic sense

Melodic Sense----- students exhibit a sense of the melodic line while soloing

Rhythmic Sense-----students exhibit appropriate rhythmic figures while soloing

Connection With Changes-----makes appropriate chordal changes

Style-----the students demonstrate a knowledge of the historical content of the solo

Creativity & Originality-----the student demonstrates an ability to bring a personal interpretation of the music to the solo

Maturity-----the student plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of the historical content, creativity & originality

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

JAZZ ENSEMBLE ADJUDICATION CRITERIA REFERENCE

Ensemble Sound Qualities

Gold Medal

Superior performance in which

Lapses are almost non-existent & minor in nature throughout the entire performance in regards to:

Tone quality maturity, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

Silver Medal

Excellent performance in which

Lapses are infrequent & minor in nature throughout the entire performance in regards to:

Tone quality maturity, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

Bronze Medal

Good performance in which

Lapses are fairly frequent throughout the entire performance in regards to:

Tone quality maturity of sound, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

Merit Medal

Fair performance in which

Lapses are frequent throughout the entire performance in regards to:

Tone quality maturity of sound, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

Ensemble Musicality

Gold Medal

Superior performance in which

Lapses are almost non-existent & minor in nature throughout the entire performance in regards to:

Balance balance of individual sections, balance of overall ensemble,

	transparency of sound as ensemble executes dynamic level contrasts & shaping of phrases
<u>Dynamics</u>	capturing wide range of appropriate dynamic level contrasts
<u>Phrasing</u>	shaping of phrases with melodic & chordal sensitivity, uniformity of interpretation, & connection of phrases
<u>Articulation Concepts</u>	stylistically correct articulation concepts, like interpretation of those concepts
<u>Interpretation</u>	stylistic accuracy, ensemble appropriately captures the style of the number in which they are performing, which incorporates all aspects of performance including articulation concepts, tempo, instrumentation

Silver Medal

Excellent performance in which

Lapses are infrequent & minor in nature throughout the entire performance in regards to:

<u>Balance</u>	balance of individual sections, balance of overall ensemble, transparency of sound as ensemble executes dynamic level contrasts, & shaping of phrases
<u>Dynamics</u>	capturing wide range of appropriate dynamic level contrasts
<u>Phrasing</u>	shaping of phrases, both melodic & chordal sensitivity, uniformity of interpretation & connection of phrases
<u>Articulation Concepts</u>	stylistically correct articulations, like interpretation of those concepts
<u>Interpretation</u>	stylistic accuracy, ensemble appropriately captures the style of the number in which they are performing which incorporates all aspects of performance including articulation concepts, tempo, instrumentation

Bronze Medal

Good performance in which

Lapses are more fairly frequent throughout the entire performance in regards to:

<u>Balance</u>	balance of individual sections, balance of overall ensemble, transparency of sound as ensemble executes dynamic level contrasts, & shaping of phrases
<u>Dynamics</u>	capturing wide range of appropriate dynamic level contrasts
<u>Phrasing</u>	shaping of phrases, both melodic & chordal sensitivity, uniformity of interpretation & connection of phrases
<u>Articulation Concepts</u>	stylistically correct articulations, like interpretation of those concepts
<u>Interpretation</u>	stylistic accuracy, ensemble appropriately captures the style of the number in which they are performing which incorporates all aspects of performance including articulation concepts, tempo, instrumentation

Merit Medal

Fair performance in which

Lapses are frequent throughout the entire performance in regards to:

<u>Balance</u>	balance of individual sections, balance of overall ensemble, transparency of sound as ensemble executes dynamic level contrasts, & shaping of phrases
<u>Dynamics</u>	capturing wide range of appropriate dynamic level contrasts
<u>Phrasing</u>	shaping of phrases, both melodic & chordal sensitivity, uniformity of interpretation, & connection of phrases
<u>Articulation Concepts</u>	stylistically correct articulations, like interpretations of those concepts
<u>Interpretation</u>	stylistic accuracy, ensemble appropriately captures the style of the

number in which they are performing which incorporates all aspects of performance including articulation concepts, tempo, instrumentation

Ensemble Rhythmic Accuracy

Gold Medal

Superior performance in which

Lapses are almost non-existent & minor in nature throughout the entire performance in regards to:

Rhythmic Precision consistency of pulse, internal interpretation of rhythmic figures within pulse, ensemble accuracy in performing rhythmic figures, entrances, releases, connection involving horns & rhythm section, consistency of precision

Technique the students technical ability to execute in the more complex passages

Tempo establishing the correct tempo, steadiness of tempo

Silver Medal

Excellent performance in which

Lapses are infrequent & minor in nature throughout the entire performance in regards to:

Rhythmic Precision consistency of pulse, internal interpretation of rhythmic figures within pulse, ensemble accuracy in performing rhythmic figures, entrances, releases, connection involving horns & rhythm section, consistency of precision

Technique the students technical ability to execute in the more complex passages

Tempo establishing the correct tempo, steadiness of tempo

Bronze Medal

Good performance in which

Lapses are fairly frequent throughout the entire performance in regards to:

Rhythmic precision consistency of pulse, internal interpretation of rhythmic figures within pulse, ensemble accuracy in performing rhythmic figures, entrances, releases, connection involving horns & rhythm section, consistency of precision

Technique the students technical ability to execute in the more complex passages

Tempo establishing the correct tempo, steadiness of tempo

Merit Medal

Fair performance in which

Lapses are frequent throughout the entire performance in regards to:

Rhythmic Precision consistency of pulse, internal interpretation of rhythmic figures within pulse, ensemble accuracy in performing rhythmic figures, entrances, releases, connection involving horns & rhythm section, consistency of precision

Technique the students ability to execute in the more complex passages

Tempo establishing the correct tempo, steadiness of tempo

Rhythm Section

Gold Medal

Superior performance in which

Lapses are almost non-existent & minor in nature throughout the entire performance in regards to:

<u>Balance Within Section</u>	balance within section, consistency of balance
<u>Balance With Ensemble</u>	balance with ensemble, maintains balance while executing dynamic level contrasts, & shaping phrases
<u>Tone Quality</u>	the tone quality of amplified instruments & percussive instruments
<u>Comping Voicings</u>	appropriate jazz voicings used by keyboard players & guitar players
<u>Comping Style</u>	comping style, comping figures are appropriate to the style of number being performed, comping figures are not cluttered within section
<u>Bass Lines</u>	construction & performance of bass lines, bass lines are appropriate to the style of number being performed, connects with drummer
<u>Fills</u>	fills being performed by percussive instruments, stylistically correct, dynamically connects with phrase before & after, steadiness of tempo
<u>Style & Flow</u>	capturing the appropriate musical style of number being performed while maintaining a proper flow that will enhance the overall performance, interaction with soloists

Silver Medal

Excellent performance in which

Lapses are infrequent & minor in nature throughout the entire performance in regards to:

<u>Balance Within Section</u>	balance within section, consistency of balance
<u>Balance With Ensemble</u>	balance with ensemble, maintains balance while executing dynamic level contrasts & shaping phrases, consistency of balance
<u>Tone Quality</u>	the tone quality of amplified instruments & percussive instruments
<u>Comping Voicings</u>	appropriate jazz voicings being used by keyboard players & guitar players
<u>Comping Style</u>	comping style, comping figures are appropriate to the style of number being performed, comping figures are not cluttered within section
<u>Bass Lines</u>	construction & performance of bass lines, bass lines are appropriate to the style of the number being performed, connects with drummer
<u>Fills</u>	fills being performed by percussive instruments, stylistically correct, dynamically connects with phrase before & after, steadiness of tempo
<u>Style & Flow</u>	capturing the appropriate musical style of the number being performed while maintaining a proper flow that will enhance the overall performance, interaction with soloists

Bronze Medal

Good performance in which

Lapses are fairly frequent throughout the entire performance in regards to:

<u>Balance Within Section</u>	balance within section, consistency of balance
<u>Balance With Ensemble</u>	balance with ensemble, maintains balance while executing dynamic level contrasts & shaping of phrases, consistency of balance
<u>Tone Quality</u>	the tone quality of amplified instruments & percussive instruments
<u>Comping Voicings</u>	appropriate jazz voicings being used by keyboard players & guitar players
<u>Comping Style</u>	comping style, comping figures are appropriate to the style of number being performed, comping figures are not cluttered within section
<u>Bass Lines</u>	construction & performance of bass lines, bass lines are appropriate to the style of number being performed, connects with drummer
<u>Fills</u>	fills being performed by percussive instruments, stylistically correct,

Style & Flow

connects dynamically with the phrase before & after, steadiness of tempo capturing the appropriate musical style of the number being performed while maintaining a proper flow that will enhance the overall performance, interaction with soloists

Merit Medal

Fair performance in which

Lapses are frequent throughout performance in regards to:

Balance Within Section

balance within section, consistency of balance

Balance With Ensemble

balance with ensemble, maintaining balance while executing dynamic level contrasts & shaping of phrases, consistency of balance

Tone Quality

the tone quality of amplified instruments & percussive instruments

Comping Voicings

appropriate jazz voicings being used by keyboard players & guitar players

Comping Style

comping style, comping figures are appropriate to the style of number being performed, comping figures are not cluttered within section

Bass Lines

construction & performance of bass lines, base lines are appropriate to performed, connects with drummer

Fills

fills being performed percussive instruments, stylistically correct, dynamically connects with phrases before & after, steadiness of tempo

Style & Flow

capturing the appropriate musical style of number being performed while maintaining a proper flow that will enhance the overall performance, interaction with soloists

Improvisation

Gold Medal

Superior performance in which

Lapses are almost non-existent & minor in nature throughout the entire performance in regards to:

Variety of Soloists

giving a number of students, from various sections, an opportunity to solo

Melodic/Harmonic Content

the students demonstrate an understanding of flowing melodic lines & an understanding of the harmonic content of number being performed

Melodic Sense

the student exhibits a sense of the melodic line while soloing

Rhythmic Sense

the student exhibits a sense of appropriate rhythmic figures while soloing

Connection With Changes

the student displays a knowledge of the appropriate chordal changes of the solo

Style

the student exhibits a knowledge of the appropriate historical content of the solo being performed

Creativity & Originality

the student demonstrates an ability to bring a personal interpretation of the music to their solo

Maturity

the student plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of historical content, creativity & originality

Silver Medal

Excellent performance in which

Lapses are infrequent & minor in nature throughout the entire performance in regards to:

<u>Variety of Soloists</u>	giving a number of students, from various sections, an opportunity to solo
<u>Melodic/Harmonic Content</u>	the students demonstrate an understanding of flowing melodic lines & an understanding of the harmonic content of the number being performed
<u>Melodic Sense</u>	the students exhibit a sense of the melodic line while soloing
<u>Rhythmic Sense</u>	the student exhibits a sense of appropriate rhythmic figures while soloing
<u>Connection With Changes</u>	the student displays a knowledge of the appropriate chordal changes of the solo
<u>Style</u>	the student exhibits a knowledge of the appropriate historical content of the solo being performed
<u>Creativity & Originality</u>	the student demonstrates an ability to bring a personal interpretation of the music to their solo
<u>Maturity</u>	the student plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of historical content, creativity & originality

Bronze Medal

Good performance in which

Lapses are fairly frequent in nature throughout the entire performance in regards to:

<u>Variety of Soloists</u>	giving a number of students, from various sections, an opportunity to solo
<u>Melodic/Harmonic Content</u>	the students demonstrate an understanding of flowing melodic lines & an understanding of the harmonic content of the number being performed
<u>Melodic Sense</u>	the student exhibits a sense of the melodic line while soloing
<u>Rhythmic Sense</u>	the student exhibits a sense of appropriate rhythmic figures while soloing
<u>Connection With Changes</u>	the student displays a knowledge of the appropriate chordal changes of the solo
<u>Style</u>	the student exhibits a knowledge of the appropriate historical content of the solo being performed
<u>Creativity & Originality</u>	the student demonstrates an ability to bring a personal interpretation of the music to the solo
<u>Maturity</u>	the students plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of historical content, creativity & originality

Merit Medal

Fair performance in which

Lapses are frequent throughout the entire performance in regards to:

<u>Variety of soloists</u>	giving a number of students, from various sections, an opportunity to solo
<u>Melodic/Harmonic Content</u>	the students demonstrate an understanding of flowing melodic lines &

	an understanding of the harmonic content of the number being performed
<u>Melodic Sense</u>	the student exhibits a sense of the melodic line while soloing
<u>Rhythmic Sense</u>	the student exhibits a sense of appropriate rhythmic figures while soloing
<u>Connection With Changes</u>	the student displays a knowledge of the appropriate chordal changes of the solo
<u>Style</u>	the student exhibits a knowledge of the appropriate historical content of the solo being performed
<u>Creativity & Originality</u>	the student demonstrates an ability to bring a personal interpretation of the music to the solo
<u>Maturity</u>	the students plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of historical content, creativity & originality

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
ADJUDICATION FORM-JAZZ ENSEMBLE/JAZZ COMBO

School _____ Director _____ Date _____

Selections

1 _____
 2 _____
 3 _____

Scoring Legend

Individual categories: Gold-5 Silver-4 Bronze-3 Merit-2 **Overall categories:** Gold 25-23 Silver 22-18 Bronze 17-13 Merit 12-0
Three adjudicators final rating: Gold 75-68 Silver 67-53 Bronze 52-38 Merit 37-0

SCORE	ADJUDICATION CATEGORIES	COMMENTS (also on reverse side of this form)
	ENSEMBLE SOUND QUALITIES Tone Quality, Intonation	
	ENSEMBLE MUSICALITY Balance, Dynamics, Phrasing, Articulation Concepts, Interpretation	
	ENSEMBLE RHYTHMIC ACCURACY Rhythmic precision, Technique, Tempo, Consistency of tempo	
	RHYTHM SECTION Balance within section, Balance within ensemble, Tone quality, Comping voicings & style, Bass line	
	IMPROVISATION Variety of soloists, Melodic/Harmonic content, Melodic sense, Rhythmic sense, Connection with changes, Creativity & originality, Style, Maturity	

_____ **INDIVIDUAL ADJUDICATORS FINAL RATING** _____ **MEDAL RATING**

CHOICE OF MUSIC. This category is not included in the final score. Please check appropriate categories.

Difficulty: ____ Too easy ____ Too difficult ____ Appropriate for festival adjudication.

Variety: ____ Appropriate for festival adjudication ____ Not appropriate for festival adjudication

ADJUDICATOR SIGNATURE _____

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

JAZZ CHOIR ADJUDICATION CRITERIA REFERENCE

Condensed Version

CRITERIA REFERENCE

GOLD MEDAL-----Superior performance in which lapses are almost non-existent & minor in nature throughout the entire performance

SILVER MEDAL----Excellent performance in which lapses are infrequent & minor in nature throughout the entire performance

BRONZE MEDAL—Good performance in which lapses are fairly frequent throughout the entire performance

MERIT MEDAL-----Fair performance in which lapses are frequent throughout the entire performance

ADJUDICATION CATEGORIES

ENSEMBLE SOUND QUALITIES

Tone Quality-----maturity, focus, fullness, consistency in volume levels, consistency in extended ranges, proper breathing techniques, use of vibrato

Intonation-----sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended range

ENSEMBLE MUSICALITY

Balance-----balance within choir, balance with accompaniment or combo

Dynamics-----captures wide range of appropriate dynamic levels, contrasts

Phrasing-----shaping of phrases with melodic & chordal sensitivity, uniformity of interpretation, connection of phrases, breathing

Diction-----clarity of diction

Interpretation-----stylistic accuracy, tempo, consistency of tempo, captures the text with appropriate emotion, historical content

ENSEMBLE RHYTHMIC ACCURACY

Rhythmic precision-----consistency of pulse, internal interpretation of rhythmic figures within pulse, alignment of rhythmic figures, entrances, releases, accents

Tempo-----establishing & maintaining stylistically correct tempo, steadiness of tempo

IMPROVISATION

Variety of soloists-----variety of soloists from various voice parts

Melodic/harmonic content---shows maturity & understanding while making melodic & rhythmic sense

Connection with changes----makes appropriate chordal changes

Style-----student projects an appropriate understanding of scat singing verbiage, student demonstrates a knowledge of the historical content of the solo

Creativity & Originality-the student demonstrates an ability to bring a personal interpretation of the music to the solo

Maturity-----the student sings a solo that exhibits proper tone quality, intonation melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of the historical content, creativity & originality

OVERALL PRESENTATION

Communication with audience-developes a musical rapport with the audience as to the text & musical meaning of the number that they are performing

Group Interaction---all students in group are interacting appropriately to the text & musical meaning of the number that they are performing

Stage presence-----the students are appropriately capturing the essence of the music in which they are performing

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
Adjudication Form-Jazz Choir

School _____ Director _____ Date _____

Selections

1 _____

2 _____

3 _____

Scoring Legend

Individual categories: Gold-5 Silver-4 Bronze-3 Merit-2 Overall : Gold 25-23 Silver 22-18 Bronze 17-23 Merit 12-0

Three adjudicator final rating: Gold 75-68 Silver 67-53 Bronze 52-38 Merit 37-0

SCORE	ADJUDICATION CATEGORIES	COMMENTS (also on reverse side of this form)
	ENSEMBLE SOUND QUALITIES Tone Quality, Intonation	
	ENSEMBLE MUSICALITY Balance within choir, With accompaniment or combo Dynamics, Phrasing, Diction, Interpretation	
	ENSEMBLE RHYTHMIC ACCURACY Rhythmic precision, Tempo, Consistency of tempo	
	IMPROVISATION Quality of solos/scat singing, Variety of soloists Melodic sense, Rhythmic sense, Connection with changes Originality, Creativity, Style, Maturity	
	OVERALL PRESENTATION Communication with audience, Group interaction Stage presence	

_____ **INDIVIDUAL ADJUDICATORS FINAL SCORE**

_____ **MEDAL RATING**

CHOICE OF MUSIC. This Category is not included in the final score. Please check appropriate categories.

Difficulty: _____ Too easy _____ Too difficult _____ Appropriate for festival adjudication

Variety: _____ Appropriate for festival adjudication _____ Not appropriate for festival adjudication

ADJUDICATORS SIGNATURE _____