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Interpretation--stylistic accuracy, articulation concepts, tempo, instrumentation, historical content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

<table>
<thead>
<tr>
<th>Dynamics</th>
<th>capturing wide range of appropriate dynamic level contrasts</th>
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<tr>
<td>Phrasing</td>
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<td>stylistically correct articulation concepts, like interpretation of those concepts</td>
</tr>
<tr>
<td>Interpretation</td>
<td>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</td>
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**Silver Medal**

**Excellent performance in which**

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

<table>
<thead>
<tr>
<th>Balance</th>
<th>balance of individual sections, balance of overall ensemble, transparency of sound as ensemble executes dynamic level contrasts, &amp; shaping of phrases</th>
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<tr>
<td>Interpretation</td>
<td>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</td>
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</tbody>
</table>

**Bronze Medal**

**Good performance in which**

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

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<tr>
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**Merit Medal**

**Fair performance in which**

Lapses are frequent throughout the entire performance in regards to:

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

**Excellent performance in which**

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

**Good performance in which**

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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:

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</table>

**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:

**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 the number being performed

**Melodic Sense**
the students exhibit 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

---

Bronze Medal
Good performance in which Lapses are fairly frequent 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 the 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 the solo

**Maturity**
the students play 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:

**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 the 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 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 historical content, creativity & originality
### 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

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

_________ 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________________________________________________
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

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<tr>
<td></td>
<td>ENSEMBLE MUSICALITY</td>
<td>Balance within choir, With accompaniment or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>combo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dynamics, Phrasing, Diction, Interpretation</td>
</tr>
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<td></td>
<td>ENSEMBLE RHYTHMIC ACCURACY</td>
<td>Rhythmic precision, Tempo, Consistency of tempo</td>
</tr>
<tr>
<td></td>
<td>IMPROVISATION</td>
<td>Quality of solos/scat singing, Variety of soloists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melodic sense, Rhythmic sense, Connection with changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Originality, Creativity, Style, Maturity</td>
</tr>
<tr>
<td></td>
<td>OVERALL PRESENTATION</td>
<td>Communication with audience, Group interaction</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
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_________ 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____________________________________________________