

Jazz Guitar-Bass  
Junior Festival

LEAD SHEET EVALUATION  
(Circle ONE number ONLY per category)

Instrument: \_\_\_\_\_ School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>INTERPRETATION</b>		<b>The student demonstrates:</b>
10		the highest level of musicality including well-shaped phrases and dynamics.
9 - 8		a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
7 - 6		a moderate level of musicality/expression within the performance.
5 - 4		only a limited amount of musicality/expression within the performance.
3 - 2		musical expression which is inhibited by technique.

<b>MELODIC ACCURACY</b>		<b>The student performs</b>
5		all the pitches/notes accurately.
4		most pitches/notes accurately.
3		some inaccurate pitches/notes; has some difficulty with melodic precision.
2		several inaccurate pitches/notes but displays <u>basic</u> understanding of melodic control.
1		inaccurate pitches/notes throughout the performance, (i.e., missing key signatures, accidentals).

<b>RHYTHMIC ACCURACY</b>		<b>The student performs:</b>
10		accurate rhythms throughout.
9 - 8		nearly accurate rhythms, but lacks precise interpretation of some rhythmic 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.

<b>TEMPO</b>		<b>The student's tempo:</b>
10		is accurate and consistent with the printed tempo marking(s).
9 - 8		approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
7 - 6		is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
5 - 4		is inconsistent, (rushing, dragging, inaccurate tempo changes).
3 - 2		is not accurate or consistent.

**Final Score:**

Adj. Initials: \_\_\_\_\_

<b>COMPING (BASS Line)</b>				<b>The student demonstrates:</b>
				<b>C=Consistently S=Sometimes R=Rarely</b> (Circle the one number that applies to each category)
<b>C</b>	<b>S</b>	<b>R</b>		C=3 pts. S=2 pts. R=1 pt.
3	2	1		accurate placement of chords (notes) appropriate to the function of harmony across time; maintaining steady beat in comping (bass line) pattern.
3	2	1		appropriate rhythmic patterns for style required.
3	2	1		appropriate voicing for style required.
3	2	1		voicing which display smooth/logical voice leading from chord to chord.
3	2	1		proper use of extensions, substitutions, and alterations.

<b>TECHNIQUE - The student demonstrates:</b>		<b>(Circle ALL that APPLY -- worth 2 points each)</b>
2		appropriate and accurate use of jazz articulation
2		appropriate jazz inflections as marked
2		appropriate style of eighth note used.
2		appropriate mood as it relates to musical setting
2		appropriate length of notes (i.e., legato, staccato,...)

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment in the spaces provided. Circle the number in the column that best describes the student's performance. (Circle ONE number only per scale requested)

(Jazz Scales)		
___ #1	___ #2	aj.
4	4	all pitches/notes accurately.
3	3	all but 1 - 2 pitches/notes accurately.
2	2	all but 3 - 4 pitches/notes accurately.
1	1	missing more than 6 pitches.

3	2	1	Scale Rhythm
3	2	1	Scale Articulation
3	2	1	Scale Tempos as marked

**Sight Reading** The student performs:

<b>Rhythm</b>		<b>Notes</b>		<b>Tempo</b>		<b>Dynamics</b>		<b>Articulations</b>	
10	All accurate	5	All accurate	3	Accurate	3	Accurate	3	Accurate
9	Nearly accurate	4	(1 or 2 errors)	2	Different but steady	2	Occasional	2	Occasional
7	A few errors	3	(3 or 4 errors)	1	Inconsistent	1	Not demonstrated	1	Not demonstrated
5	Several errors	2	(5 or 6 errors)						
3	Many errors	1	(7 + errors)						