



# MMEA-CD Festival

Adjudication Form

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

## Mallet

### SOLO EVALUATION

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

(Circle ONE number ONLY per category)

#### MELODIC ACCURACY The student performs:

- 10 all the pitches/notes accurately.
- 9 - 8 most pitches/notes accurately.
- 7 - 6 some inaccurate pitches/notes; has some difficulty with melodic precision.
- 5 - 4 several inaccurate pitches/notes but displays basic understanding of melodic control.
- 3 - 2 inaccurate pitches/notes throughout the performance, (i.e., missing key signatures, accidentals).

#### TEMPO The student's tempo:

- 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.

#### RHYTHMIC ACCURACY The student performs:

- 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.

#### Sight Reading The student performs:

(circle one number in each column)

10 (All Notes accurate)	10 (All Rhythms & Tempo accurate)
9 8 (1 or 2 inaccurate notes)	9 8 (Nearly accurate Rhythms &/or Tempo)
7 6 (3 or 4 inaccurate notes)	7 6 (Inconsistent Rhythms &/or Tempo)
5 4 (5 or 6 inaccurate notes)	5 4 (Inaccurate Rhythms &/or Tempo)
3 2 (7 or more inaccurate notes)	3 2 (Majority of Rhythms incorrect &/or Tempo nonexistent)

### 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. The student performs:

\_\_\_\_Maj. \_\_\_\_Maj. \_\_\_\_Chromatic

- |   |   |   |   |
|---|---|---|---|
| 4 | 4 | 4 | all pitches/notes accurately.           |
| 3 | 3 | 3 | all but 1 - 2 pitches/notes accurately. |
| 2 | 2 | 2 | all but 3 - 4 pitches/notes accurately. |
| 1 | 1 | 1 | missing more than 5 pitches.            |

3 2 1 Scale Rhythm

3 2 1 Scale Tempo ♯ = 100

Adjudicator Comments:

Adj. Initials \_\_\_\_\_ Final Score: \_\_\_\_\_

#### TECHNIQUE/ARTICULATION The student:

C=Consistently S=Sometimes R=Rarely  
(Circle the one number that applies to each category)

- |   |   |   |            |            |   |
|---|---|---|------------|------------|---|
| C | S | R | C=5-4 pts. | S=3-2 pts. | R=1 pt.   |
| 5 | 4 | 3 | 2          | 1          | performs with a clear differentiation between styles of articulations as marked.  |
| 5 | 4 | 3 | 2          | 1          | performs evenness in rolls, sustaining sound with evenly spaced single strokes.   |
| 5 | 4 | 3 | 2          | 1          | performs proper sticking; appropriate use of left and right hand.                 |
| 5 | 4 | 3 | 2          | 1          | strikes the proper area on the instrument; providing a consistent tone quality.   |
| 5 | 4 | 3 | 2          | 1          | uses the appropriate mallets (mallets are consistent with the style of the solo). |

#### MUSICIANSHIP The student:

C=Consistently S=Sometimes R=Rarely  
(Circle the one number that applies to each category)

- |   |   |   |            |            |   |
|---|---|---|------------|------------|---|
| C | S | R | C=5-4 pts. | S=3-2 pts. | R=1 pt.   |
| 5 | 4 | 3 | 2          | 1          | demonstrates control of musical time/pulse appropriate for the style of music. (i.e., use of steady beat and/or use of rubato, ritardando, stringendo). |
| 5 | 4 | 3 | 2          | 1          | demonstrates dynamic contrast notated by composer.  |
| 5 | 4 | 3 | 2          | 1          | demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.   |
| 5 | 4 | 3 | 2          | 1          | demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.  |

#### TECHNIQUE/ARTICULATION

(Circle ALL that APPLY -- worth 1 point each)

The student performs:

- 1 with clear differentiating between styles of articulations as marked.
- 1 evenness in rolls, sustaining sound with evenly spaced strokes.
- 1 appropriate accents as marked.
- 1 appropriate ornamentation as marked.
- 1 appropriate length of notes as marked.

#### TONE: The student's tone quality is a result of:

- 1 striking the proper area on the instrument.
- 1 a proper stroke. The manner in which the sound is produced is clear and controlled.
- 1 the proper balance/strength between left and right hand.
- 1 appropriate stick choice (consistent with solo style)
- 1 appropriate amount of tension in grip.