



NYSSMA — SPRING EVALUATION FESTIVAL

Levels I, II, III, IV

BRASS/WOODWIND SOLO

(Please type or print all information requested below)

Circle scales you have prepared.

C F G B^b D E^b A A^b E D^b B G^b F[#] C^b C[#]

Instrument: _____

STUDENT INFORMATION

Name of Student _____ Grade in School _____

School District and Building _____ / _____ NYSSMA Zone _____

School Address _____

COMPOSITION Street City Zip

Title _____ Required Movements _____

Composer _____ Arranger _____ Manual Page No. _____

FESTIVAL INFORMATION

Location _____ Date ____/____/____ Audition Time _____ Room _____

Evaluation	(Scale)
<input type="checkbox"/> Outstanding	(26-28)
<input type="checkbox"/> Excellent	(21-25)
<input type="checkbox"/> Good	(13-20)
<input type="checkbox"/> Needs Improvement	(5-12)
<input type="checkbox"/> Comments Only	
Level of Difficulty	
<input type="checkbox"/> Level IV	
<input type="checkbox"/> Level III	
<input type="checkbox"/> Level II	
<input type="checkbox"/> Level I	

Adjudicator's Evaluation

4 Points = Exceeds Expectation
 3 Points = Meets Expectation
 2 Points = Developing
 1 Point = Needs Improvement

Adjudicator's Comments

SOLO EVALUATION

	4	3	2	1
TONE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality				<input type="checkbox"/>
Control/Focus				<input type="checkbox"/>
Breath Support				<input type="checkbox"/>
Projection				<input type="checkbox"/>
Vibrato (where appropriate)				<input type="checkbox"/>
Embouchure				<input type="checkbox"/>
Posture				<input type="checkbox"/>
INTONATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuning (accompanied)				<input type="checkbox"/>
Tonality				<input type="checkbox"/>
TECHNIQUE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tonguing				<input type="checkbox"/>
Facility				<input type="checkbox"/>
Flexibility				<input type="checkbox"/>
ACCURACY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation				<input type="checkbox"/>
Accuracy of Notes				<input type="checkbox"/>
Accuracy of Rhythms				<input type="checkbox"/>
Steadiness of Rhythms				<input type="checkbox"/>
Pulse				<input type="checkbox"/>
INTERPRETATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamics				<input type="checkbox"/>
Style				<input type="checkbox"/>
Tempo				<input type="checkbox"/>
Phrasing				<input type="checkbox"/>
Expression				<input type="checkbox"/>
Artistry				<input type="checkbox"/>

BASIC PROFICIENCY EVALUATION

	4	3	2	1	0
SCALES	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
SIGHT READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy of Notes					<input type="checkbox"/>
Accuracy of Rhythm					<input type="checkbox"/>
Accuracy of Articulation					<input type="checkbox"/>
Accuracy of Dynamics					<input type="checkbox"/>
TOTAL POINTS SCORED					<input style="width: 30px; height: 20px;" type="text"/>

Adjudicator's Signature _____

Zone Representative's Signature _____

New York State School Music Association
Spring Evaluation Festival
General Information

Dear Student:

Congratulations on your decision to participate in NYSSMA's Spring Evaluation Festival. We are confident that you have found this experience to be an important addition to your musical training. Your adjudicator has evaluated your performance by rating your performance in each of seven major categories. Notable strengths (+) or weaknesses (-) in your performance are indicated in the box next to each sub-category. An unmarked box next to a sub-category indicates that this aspect of your performance was acceptable. If a concern should arise as a result of this evaluation, your teacher is encouraged to discuss your concern(s) with the NYSSMA Representative. If your concern(s) remains unresolved, the NYSSMA Representative will inform you of further steps which can be taken. In order to help you understand the basis for your evaluation, definitions for the various categories and sub-categories in which your performance was evaluated are provided below. The **Comments Only** category is for evaluative comments only. Study this form carefully. Take time to review it with your teacher(s) so they will be able to help you further develop and refine your musical skills. Best wishes for your future success.

EVALUATION CATEGORIES

OUTSTANDING	- Distinguished level of accomplishment
EXCELLENT	- Above Average level of accomplishment
GOOD	- Average level of accomplishment
NEEDS IMPROVEMENT	- Below Average level of accomplishment
COMMENTS ONLY	- No Numerical Score (must be requested prior to performance)

DEFINITIONS

SOLO EVALUATION

TONE– The sound produced by the instrument

Quality – The beauty and/or clarity of the instrumental sound

Control/Focus – The refinement of the instrumental sound in a musically appropriate and consistent manner

Breath Support – The physical process of producing the instrumental sound through proper use of air

Projection – The ability to project the tone into the performing arena

Vibrato (where appropriate) – The fluctuation of pitch used to enhance the instrumental sound in a musically appropriate manner

Embouchure – The position of the lip, jaw and facial muscles in relation to the instrument and the performer's physical characteristics

Posture – The position of the body, arms, hands and fingers in relation to the instrument and the performer's physical characteristics

INTONATION – The accuracy of pitches in relation to each other and/or to a fixed standard

Tuning – (accompanied) The ability to match the pitch of a fixed standard

Tonality – The ability to play in tune with oneself

TECHNIQUE – The physical ability and mechanical dexterity required to produce notes correctly

Tonguing – The correct use of the tongue in the attacking and releasing of notes

Facility – The smoothness of the dexterity of fingers and/or hand coordination

Flexibility – The ease of maneuverability throughout the range of the instrument

ACCURACY – The exact realization of the notated music

Articulation – The performance of the separation and/or connection of notes as written

Accuracy of Notes – The performance of notes as written

Accuracy of Rhythms – The performance of rhythms as written

Steadiness of Rhythms – The performance at a steady speed with regard to the metronomic and/or expressive markings of the composition

Pulse – The performance of natural accents implied by the meter of the composition.

INTERPRETATION – The performer's realization of the composer's aesthetic intent and the performer's artistic expression

Dynamics – The contrast between loud and soft

Style – The understanding of the composer/arranger's musical intent consistent with the historical period of the composition

Tempo – The speed of the music according to the metronomic, stylistic and/or expressive markings of the music

Phrasing – The shaping of a musical idea

Expression – The performer's understanding of the aesthetic qualities inherent in the composition

Artistry – The performer's musical and expressive involvement in the music

BASIC PROFICIENCY EVALUATION

SCALES – Basic proficiency requirement – as listed in the NYSSMA Spring Evaluation Festival Rules and Regulations. Evaluates one aspect of basic musicianship.

SIGHT-READING – Basic proficiency requirement – The ability to perform a musical excerpt (conforming to the criteria outlined in the NYSSMA Spring Evaluation Festival Rules and Regulations) at sight

Accuracy of Notes – The performance of notes as written

Accuracy of Rhythm – The performance of rhythms as written

Accuracy of Articulation – The performance of articulations as written

Accuracy of Dynamics – The performance of dynamic levels as written