

CAVALCADE JAZZ

Education through musical involvement.

Cavalcade of Bands Jazz Adjudication Rubric and Guiding Questions

OPEN CLASS EVALUATION:

- 1 - Almost Always, Very Consistent
- 2 - Frequently, Fairly Consistent
- 3 - Sometimes, But Inconsistent
- 4 - Rarely / Occasionally

A CLASS EVALUATION

- 1 - Frequently, Fairly Consistent
- 2 - Sometimes, But Inconsistent
- 3 - Rarely / Occasionally
- 4 - Very Rarely / Not Yet Observable

Tone/Blend/Balance

- Does the ensemble present an appropriately balanced sound between sections?
- Does each section blend internally, with appropriate balance to the lead player?
- Does the ensemble play with good fundamental quality of sound and appropriate tone for the type of chart?
- Do the lead players understand their role? Does the section follow the lead player?
- Does the ensemble appropriately use stage-controlled amplifiers?
- Does the ensemble appropriately use mics for solos and soloists? (disregard issues resultant of poor sound Mixing by the house)
- Does the director seem to make balance adjustments within his/her control?

Interpretation

- Does the ensemble interpret and perform in a style appropriate for the chart?
- Does the ensemble perform appropriate articulations and inflections, given the style of the chart?
- Are the intentions of the composer/arranger clear and evident in the band's performance? Does the listener understand how to "follow" the chart and arrangement based on the band's performance? Does the ensemble phrase the music with a unified approach?
- Does the ensemble demonstrate appropriate mood for the chart? (i.e., intensity, soulfulness, swing feel, beauty, funkiness, style-appropriate spirit, etc.)

Rhythm (Time and Feel)

- Do the sections play together with an appropriate "feel" given the style of the chart?
- Does the rhythm section maintain consistent and/or appropriate "time" given the style of the chart?
- Does the rhythm section work together to create an effective "groove" for the band to play over?
- Is the tempo of the chart appropriate given the tempo range customary for the style?
- Do the drums and bass work together as a unit to keep time?
- Do the drums appropriately set up and kick the hits and catch/punch other figures?
- Do the piano and/or guitar play in the style? Add appropriate fills? Give each other space when appropriate?

Precision

- Does the ensemble play with rhythmic precision and clarity?
- Does the ensemble listen to and lock in with the rhythm section?
- Do unison passages and shout choruses lock in through the entire band?
- Does the ensemble attack and release figures in the same way where appropriate?
- Does each section attack and release figures in the same way where appropriate?
- If applicable, are tempo changes executed in a unified way across the ensemble?

Dynamics

- Does the ensemble play with appropriate dynamics and dynamic range for the chart?
- Do all of the sections play with appropriate and/or unified dynamics when needed?
- Are certain individuals out of blend and causing inconsistencies in the dynamics of the ensemble?
- Does the ensemble use dynamics appropriately and effectively given the chart.

Intonation

- Does the ensemble play with good intonation as a whole?
- Does the ensemble listen to each other and adjust tuning as needed?
- Does each section play with good intonation internally?
- Do the soloists play with good intonation and match the comping instruments?
- If used, are woodwind doubles or brass mutes being played in tune?
- Does the director seem to make adjustments within his/her control?

Improvisation (Solos + Accompaniment)

- Does the soloist communicate / play over the chord changes and understand the form?
- Does the soloist develop melodic and/or rhythmic ideas and motives?
- Does the soloist create appropriate variety and/or unity over the course of their solo?
- Does the soloist vary his/her phrasing? Do they leave appropriate "space" in their phrasing?
- Does the soloist have an appropriate tone/style given the musical context?
- Does the soloist perform with expression and inflection, even if performing what appears to be a written or otherwise composed solo?

Accompaniment considerations:

- Do the piano/guitar comp appropriately for the style during the solos?
- Do the piano/guitar work as a team to comp / fill in / leave space, alternate choruses, etc. during the solos (as applicable)
- Do the drums/bass comp / fill in appropriately, with sensitivity to what's happening in the soloist and Backgrounds where applicable?
- Does the rhythm section listen to / interact with the soloist as appropriate for the style?

Overall Considerations for Scoring, Awards and Commentary**Scoring**

- Are scores consistent with recorded comments?
- Are scores reasonably similar to other judges?
- Is the overall rating a reasonable conclusion of the recorded comments & scores?
- Is "tolerance level" appropriate for Cavalcade?

Selection of Best Sections (By class)

- Did you keep good notes?
- Have you made appropriate contributions to the discussion?

Selection of Best Soloists (Up to 6, across all classes)

- Did you keep good notes?
- Have you made appropriate contributions to the discussion?
- Have we recognized additional students with "Honorable Mention" awards?

Overall questions for reflection:

- 1) Have we accomplished the goal of providing positive and constructive feedback in order to improve the band's performance?
- 2) Have we encouraged the students given their level of performance while pointing out areas for them to improve?
- 3) Were the recorded comments helpful to the director in improving the band's performance?
- 4) Were the recorded comments informative and helpful for students to hear?
- 5) Were we specific enough in our comments to explain why something was good (or not so good, and how to make it better)?
- 6) Did each band receive a rating for their performance which is reasonably consistent with their expectations from Cavalcade judges?
- 7) Were the best soloists and sections appropriately acknowledged?