

Music	TIA Jazz - Open Class								100 Points	
	Excellent			Outstanding			Superior			
	70 - 79			80 - 89			90 - 100			
	70 - 72	73 - 76	77 - 79	80 - 82	83 - 86	87 - 89	90 - 92	93 - 97	98 - 100	
CONTENT	SCORE 100			ACHIEVEMENT				SCORE 100		
<ul style="list-style-type: none"> • ARRANGEMENTS • INTERPRETATION • MUSICALITY 				<ul style="list-style-type: none"> • QUALITY OF SOUND • BALANCE, BLEND • RHYTHM • SOLOS/IMPROVISATION 						
<ul style="list-style-type: none"> • Are the arrangements appropriate for the ensemble? • Do the selections offer a variety of moods and styles to showcase breadth and depth of student performance? • Is musical interpretation obvious and suitable for each selection? • What is the range of emotional and stylistic choices presented? • In all these regards, if competing in A, Open, or World class, how do these students compare to other students in the competition? 				<ul style="list-style-type: none"> • To what degree do students demonstrate training and achievement in quality of sound? • To what degree do the students consistently demonstrate training in accuracy of balance and blend? • To what degree do the students demonstrate consistency in style between and within sections? • Is there consistent precision of rhythmic accuracy and timing? • Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? • To what extent is solo improvisation proficiency displayed from members of the ensemble? • In all these regards, if competing in A, Open, or World class, how do these students compare to other students in the competition? 						

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CONTENT	<ul style="list-style-type: none"> • Limited variety of moods and styles. Arrangements are sometimes appropriate for the ensemble. Repertoire is above or below ensemble ability. • Emotional involvement is not consistent. Continuity between phrases and modulations is inconsistent. Confidence and authority is not always apparent. • Intellectual communication is sometimes displayed. Expression and nuance are not consistent. Control of mood is not consistently established. 			<ul style="list-style-type: none"> • Variety of moods and styles presented. Arrangements frequently appropriate for the ensemble. • Repertoire matches ensemble ability most times. • Emotional involvement is frequently evident. Continuity between phrases and modulations is good most times. Confidence and authority is frequently present. • Intellectual communication is frequently displayed. Expression and nuance are frequently present. Control of mood is frequently present. 			<ul style="list-style-type: none"> • Superior variety of moods and styles. Arrangements extremely appropriate for the ensemble. Repertoire consistently matches ensemble ability. • Emotional involvement is shown throughout performance. Superior phrasing and transition is displayed. Confidence and authority is always present. • Communication is superior. Expression and nuance are consistently displayed. Control of mood is superior. 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Tone quality is inconsistent. Lack of consistent intonation. Quality of sonority is limited. • Balance, blend, and cohesion between and within sections is not consistent. • Pulse, tempo and subdivision sometimes displayed. Consistent groove is sometimes established. Rhythmic accuracy is sometimes displayed. • Expression is sometimes evident. Basic display of technique. Imagination and creativity sometimes evident. 			<ul style="list-style-type: none"> • Tone quality is frequently excellent, with some lapses. Frequent display of intonation. Quality of sonority is frequently displayed. • Balance, blend, and cohesion between and within sections is frequently consistent. • Pulse, tempo and subdivision frequently displayed. Consistent groove is established frequently. Rhythmic accuracy is frequently excellent. • Frequent evidence of expression. Frequent display of technique. Frequent employment of imagination 			<ul style="list-style-type: none"> • Superior tone quality is consistently displayed. Intonation is consistently displayed throughout ensemble. Sonority of tone is superior. • Balance, blend, and cohesion between and within sections is always consistent. • Superior display of consistent pulse, tempo and subdivision. Superior establishment of consistent groove. Rhythmic accuracy is superior. • Solos are consistently expressive. Superior display of technique. Imagination and creativity are consistent and superior. 			THE HOW

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TIA JAZZ WORKSHEET



HOST:

DATE:

JUDGE:

UNIT NAME										
<i>CLASS</i>										
Selection #1	Content									
	Achievement									
SELECTION 1 TOTAL										
Selection #2	Content									
	Achievement									
SELECTION 2 TOTAL										
Selection #3	Content									
	Achievement									
SELECTION 3 TOTAL										
FINAL CONTENT (Divide Subtotal by Total Number of Selections)										
FINAL ACHIEVEMENT (Divide Subtotal by Total Number of Selections)										
FINAL SCORE (Add Final Content and Final Achievement)										

CLASS	EXCELLENT			OUTSTANDING			SUPERIOR		
A	72 - 74	75 - 77	78 - 79	80 - 82	83 - 90	91 - 93	94 - 95	96 - 98	99 - 100
OPEN	70 - 72	73 - 76	77 - 79	80 - 82	83 - 86	87 - 89	90 - 92	93 - 97	98 - 100

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