

# ADJUDICATION FORM FOR ALL STATE SNARE DRUM AUDITIONS

Name: \_\_\_\_\_ Site: North / South School Code: \_\_\_\_\_

**Preference (rank 1 – 2 as needed):** \_\_\_ Band \_\_\_ Orchestra \_\_\_ Chorus \_\_\_ Jazz  
**NOTE: Preferences will be honored whenever possible but there is no obligation to do so.**  
*Note the use of a plus (+) or a minus (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.*

**CIRCLE THE POINTS RECEIVED IN EACH CATEGORY - PUT THE TOTAL FOR EACH SECTION IN THE APPROPRIATE BOX AT THE BOTTOM OF EACH SECTION AND IN THE TOTAL BOXES**

<b>RHYTHMIC ACCURACY</b> subdivision _____ dotted notes _____ ties _____	There were significant rhythm problems. <b>1 - 2</b>	There were several places in which the rhythms were unclear. <b>3 - 4</b>	Most rhythms were correct, with only a few spots of inaccuracy. <b>5 - 6</b>	Rhythms were accurate and clear. <b>7 - 8</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>9 - 10</b>
<b>TEMPO / TIME</b> relationships _____	Beat definition was not evident. <b>1 - 2</b>	Beat definition had several problems. <b>3 - 4</b>	Beat definition had few problems. <b>5 - 6</b>	Beat was clear. <b>7 - 8</b>	Beat was clear and the tempo was solid. <b>9 - 10</b>
<b>TONE</b> proper use of drum head & sticks _____	There was no evidence of tonal use. <b>1 - 2</b>	Tonal use was underway, but needs further refinement. <b>3 - 4</b>	Tone was clear, but lacks maturity. <b>5 - 6</b>	Tone was characteristic of the instrument. <b>7 - 8</b>	Tone was well developed. <b>9 - 10</b>
<b>EXPRESSION</b> style _____ interpretation _____ dynamics _____	The performance did not express musical ideas effectively. <b>1 - 2</b>	Expression was inhibited, or too subtly conveyed to the listener. <b>3 - 4</b>	Performance was expressive, but certain areas were still lacking. <b>5 - 6</b>	Musical expression was evident throughout. <b>7 - 8</b>	Performance clearly expressed musical intent of composer. <b>9 - 10</b>
<b>ARTICULATION</b> as marked _____ technique _____	The composer's intent was not communicated well. <b>1 - 2</b>	There were many places where articulation was an issue. <b>3 - 4</b>	Articulation was mostly well executed. <b>5 - 6</b>	Articulation was well performed throughout. <b>7 - 8</b>	Articulation enhanced the performance. <b>9 - 10</b>
<b>FACILITY</b> hand position _____ stick control _____ posture _____	Ability to control the instrument needs significant work. <b>1 - 2</b>	Several basic components need attention for better facility. <b>3 - 4</b>	Good fundamental approach. Performance lacks only fluency. <b>5 - 6</b>	Student had appropriate control of the instrument. <b>7 - 8</b>	Student had achieved fluent control of the instrument. <b>9 - 10</b>
<b>Solo Performance (60 points out of a total of 145)</b>					<b>TOTAL:</b>

<b>ACCESSORY #1</b> -----	There were significant problems with notes, tempos, articulation and other components of the excerpt. <b>1</b>	There were significant problems with the performance of the excerpt. <b>2</b>	There were minor problems with the performance of the excerpt. <b>3</b>	The excerpt was played as per All State handbook requirements. <b>4</b>	The performance exceeded the All State handbook requirements. <b>5</b>
<b>#2</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>#3</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>Accessories Performance (15 points out of a total of 145)</b>					<b>TOTAL:</b>

<b>SOLO</b> (60 pts)		<b>ACC.</b> (15 pts)		<b>RUDIMENTS</b> (40 points)		<b>SIGHTREADING</b> (30 pts)		<b>TOTAL</b> (145 pts)	
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<b>RUDIMENT #1 - RHYTHMIC ACCURACY</b>	There were significant rhythm problems. <b>1</b>	There were several places in which the rhythms were unclear. <b>2</b>	Most rhythms were correct, with only a few spots of inaccuracy. <b>3</b>	Rhythms were accurate and clear. <b>4</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>5</b>
<b>RUDIMENT #1 - TEMPO / TIME</b>	Beat definition was not evident. <b>1</b>	Beat definition had several problems. <b>2</b>	Beat definition had few problems. <b>3</b>	Beat was clear. <b>4</b>	Beat was clear and the tempo was solid. <b>5</b>
<b>RUDIMENT #2 - RHYTHMIC ACCURACY</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>RUDIMENT #2 TEMPO / TIME</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>RUDIMENT #3 - RHYTHMIC ACCURACY</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>RUDIMENT #3 - TEMPO / TIME</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>RUDIMENT #4 - RHYTHMIC ACCURACY</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>RUDIMENT #4 - TEMPO / TIME</b>	As above. <b>1</b>	As above. <b>2</b>	As above. <b>3</b>	As above. <b>4</b>	As above. <b>5</b>
<b>Rudiments (40 points out of a total of 145)</b>				<b>TOTAL:</b>	

<b>FACILITY</b> hand position ____ stick control ____ posture ____	Ability to control the instrument needs significant work. <b>1 - 2</b>	Several basic components need attention for better facility. <b>3 - 4</b>	Good fundamental approach. Performance lacks only fluency. <b>5 - 6</b>	Student had appropriate control of the instrument. <b>7 - 8</b>	Student has achieved fluent control of the instrument. <b>9 - 10</b>
<b>RHYTHMIC ACCURACY</b> subdivision ____ dotted notes ____ ties ____	There were significant rhythm problems. <b>1 - 2</b>	There were several places in which the rhythms were unclear. <b>3 - 4</b>	Most rhythms were correct, with only a few spots of inaccuracy. <b>5 - 6</b>	Rhythms were accurate. <b>7 - 8</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>9 - 10</b>
<b>MUSICALITY</b> dynamics ____ tempo ____ articulation ____ expression ____	There was no noticeable expression in this performance. <b>1 - 2</b>	Some of the musical elements, beyond pitches and rhythms, were evident. <b>3 - 4</b>	There was a noticeable effort to perform the selection as written. <b>5 - 6</b>	All markings were observed and expressed through performance. <b>7 - 8</b>	The performance expressed profound comprehension of the composer's intent. <b>9 - 10</b>
<b>Sightreading Performance (30 points out of a total of 145)</b>				<b>TOTAL:</b>	

**Comments:** \_\_\_\_\_

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**Adjudicator Signature:** \_\_\_\_\_