

# MHSAA MUSIC ADJUDICATION FORM LARGE GROUP

Order of Appearance \_\_\_\_\_

Date \_\_\_\_\_

Program/Event No: \_\_\_\_\_

Event: **Concert**

Class: \_\_\_\_\_

School Name: \_\_\_\_\_

Location –    Ridgeland    Pearl

|    | Selections | Composer | Publisher |
|----|------------|----------|-----------|
| 1. | _____      | _____    | _____     |
| 2. | _____      | _____    | _____     |
| 3. | _____      | _____    | _____     |

Place one of these numbers in each box below, then total carefully.

**16-20 Points: SUPERIOR**  
**11-15 Points: EXCELLENT**

**6-10 Points: GOOD**  
**0-5 Points: FAIR**

| PTS | AREAS OF CONCERN  | COMMENTS |
|-----|---|----------|
|     | <b>Tone Quality</b><br>Consider: resonance, control, clarity, focus, consistency, warmth                        |          |
|     | <b>Intonation</b><br>Consider: within ensemble, accuracy to printed pitches                                     |          |
|     | <b>Rhythm</b><br>Consider: accuracy of note and rest values, duration, pulse, steadiness, correctness of meters |          |
|     | <b>Balance, Blend</b><br>Consider: likeness of qualities, awareness of ensemble, accompaniment                  |          |
|     | <b>Technique</b><br>Consider: artistry, attacks, releases, control of ranges, musical and/or mechanical skill   |          |
|     | <b>Interpretation, Musicianship</b><br>Consider: style, phrasing, tempo, dynamics, emotional involvement        |          |
|     | <b>Articulation</b><br>Supported air, uniformity of style, good recovery  |          |
|     | <b>TOTAL POINTS</b> _____   |          |
|     | <b>DIVISION RATING</b> _____  |          |

\_\_\_\_\_  
(Signature of Adjudicator)

112-140 points – Division I (*Superior*)  
 77-111 points – Division II (*Excellent*)  
 42-76 points – Division III (*Good*)  
 0-41 points – Division IV (*Fair*)



MHSAA  
 P. O Box 127, Clinton, Mississippi 39060  
[www.misshsaa.com](http://www.misshsaa.com)

# MHSAA Concert Evaluation

*Achievement is the end product of what the performers are given and how well they execute those responsibilities.*

|                        |   |  |                 |                  |                   |                     |  |
|------------------------|---|--|-----------------|------------------|-------------------|---------------------|--|
|                        | B<br>A<br>N<br>D<br><br>P<br>E<br>R<br>F<br>O<br>R<br>M<br>A<br>N<br>C<br>E | <p><b>How is the band's achievement as it relates to...</b></p> <p><b>Tone Quality:</b> "The ability to produce characteristic sounds."</p> <p><b>Intonation:</b> "The ability to match pitch between individuals, segments, and across the ensemble."</p> <p><b>Rhythm:</b> "The ability to communicate the rhythms accurately and with precision."</p> <p><b>Balance and Blend:</b> "The ability of the performers to understand and commit to both individual and ensemble responsibilities within the ensemble in regards to the overall audio mix."</p> |                 |                  |                   |                     |  |
|                        |   | <b>Poor</b>  | <b>Fair</b>     | <b>Excellent</b> | <b>Superior</b>   | <b>Superior</b>     |  |
| <b>Descriptors</b>     |   | <b>Never</b>   | <b>Rarely</b>   | <b>Sometimes</b> | <b>Frequently</b> | <b>Consistently</b> |  |
| <b>Numerical Range</b> |   | <b>0-5</b>   | <b>6-10</b>     | <b>11-15</b>     | <b>16-18</b>      | <b>19-20</b>        |  |
| <b>Learning Steps</b>  |   | <b>Experience</b>  | <b>Discover</b> | <b>Know</b>      | <b>Understand</b> | <b>Apply</b>        |  |
|                        |   | <p><b>Technique:</b> "The ability to show facility command of the program."</p> <p><b>Musicianship:</b> "The ability to demonstrate command of the emotional aspects of the program."</p> <p><b>Articulation:</b> "The ability to show uniformity and clarity of execution of the techniques necessary in the enunciation of the music and its intent."</p>  |                 |                  |                   |                     |  |
|                        |   |  |                 |                  |                   |                     |  |
|                        |   |  |                 |                  |                   |                     |  |

**Philosophy statement:**

**Tone Quality** is the foundation on which all other aspects of the program are built.

The degree to which quality **intonation** is achieved is limited by the maturity of tone quality of the ensemble.

Accuracy of **Rhythm** shall reflect both the written intent and the ability to present the written work with precision.

The degree to which the band achieves quality **Balance and Blend** is limited by the maturity of the tone quality of the ensemble.

**Technique** refers to the ability of the ensemble to demonstrate control of *any* technical responsibility, regardless of tempo.

**Musicianship** should be the result of any quality program. A program has not achieved a Superior level of musicianship when just the notes and rhythms are presented in a uniform and accurate fashion. However, **musicianship** *must* include accurate performance of the written work in regards to the perceived intent of the composer.

**Articulation** should be a process that grows from correct interpretation of the musical intent and correct use of the tongue and fingers to achieve the perceived intent of the composer.

# MHSAA MUSIC ADJUDICATION FORM INSTRUMENTAL SIGHTREADING

Order of Appearance \_\_\_\_\_

Date \_\_\_\_\_

Program/Event No: \_\_\_\_\_

Event: **SIGHTREADING**

Class: \_\_\_\_\_

School Name: \_\_\_\_\_

Location –    Ridgeland        Pearl

Place one of these numbers in each box below, then total carefully.

**16-20 Points: SUPERIOR**  
**11-15 Points: EXCELLENT**

**6-10 Points: GOOD**  
**0-5 Points: FAIR**

| Areas of Concern  | Rating | COMMENTS |
|---|--------|----------|
| <b>Tone Quality</b><br>Consider: resonance, control, clarity, focus, consistency, warmth                        | _____  |          |
| <b>Intonation</b><br>Consider: within ensemble, accuracy to printed pitches                                     | _____  |          |
| <b>Rhythm</b><br>Consider: accuracy of note and rest values, duration, pulse, steadiness, correctness of meters | _____  |          |
| <b>Balance, Blend</b><br>Consider: likeness of qualities, awareness of ensemble, accompaniment                  | _____  |          |
| <b>Dynamics:</b><br>Contrast, Subtleties  | _____  |          |
| <b>Interpretation, Musicianship</b><br>Consider: style, phrasing, tempo, emotional involvement                  | _____  |          |
| <b>Response to Director</b><br>Verbal communication, baton response, concentration, interest.                   | _____  |          |
| <b>TOTAL POINTS</b>   | _____  |          |

**Divisional Rating:** \_\_\_\_\_

\_\_\_\_\_  
(Signature of Adjudicator)

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# MHSAA Sightreading Evaluation

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|                        |   |  |                 |                  |                   |                     |  |
|------------------------|---|--|-----------------|------------------|-------------------|---------------------|--|
|                        | B<br>A<br>N<br>D<br><br>P<br>E<br>R<br>F<br>O<br>R<br>M<br>A<br>N<br>C<br>E | <p><b>How is the band's achievement as it relates to...</b></p> <p><b>Tone Quality:</b> "The ability to produce characteristic sounds."</p> <p><b>Intonation:</b> "The ability to match pitch between individuals, segments, and across the ensemble."</p> <p><b>Rhythm:</b> "The ability to communicate the rhythms accurately and with precision."</p> <p><b>Balance and Blend:</b> "The ability of the performers to understand and commit to both individual and ensemble responsibilities within the ensemble in regards to the overall audio mix."</p> |                 |                  |                   |                     |  |
|                        |   | <b>Poor</b>  | <b>Fair</b>     | <b>Excellent</b> | <b>Superior</b>   | <b>Superior</b>     |  |
| <b>Descriptors</b>     |   | <b>Never</b>   | <b>Rarely</b>   | <b>Sometimes</b> | <b>Frequently</b> | <b>Consistently</b> |  |
| <b>Numerical Range</b> |   | <b>0-5</b>   | <b>6-10</b>     | <b>11-15</b>     | <b>16-18</b>      | <b>19-20</b>        |  |
| <b>Learning Steps</b>  |   | <b>Experience</b>  | <b>Discover</b> | <b>Know</b>      | <b>Understand</b> | <b>Apply</b>        |  |
|                        |   | <p><b>Technique:</b> "The ability to show facility command of the program."</p> <p><b>Musicianship:</b> "The ability to demonstrate command of the emotional aspects of the program."</p> <p><b>Articulation:</b> "The ability to show uniformity and clarity of execution of the techniques necessary in the enunciation of the music and its intent."</p>  |                 |                  |                   |                     |  |
|                        |   |  |                 |                  |                   |                     |  |
|                        |   |  |                 |                  |                   |                     |  |

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