

GROUP NAME: James Workman M.S. - Wind Ensemble DIRECTOR: Jennifer Dean-Knapp

Scoring Code: Large Blocks - A - Superior, B - Excellent, C - Good, D - Fair, E - Poor

GRADES:

_____ to _____

INSTRUMENTATION

Woodwinds:

Flutes/Picc 10
 Oboe 1
 English Horn 9
 Clarinet 9
 Alto Clarinet 2
 Bass Clarinet 2

Contra Bass Clarinet _____
 Bassoon 4
 Alto Sax 2
 Tenor Sax 2
 Baritone Sax 1

Brass:

Cornet-Trumpet 7
 French Horn 3
 Baritone/Euph 4
 Trombone 4
 Tuba 2
 Percussion 8
 Other 1

Strings:

Violins 1st _____
 Violin 2nd _____
 Viola _____
 Cello _____
 Bass _____
 Piano _____
 Other _____

I SOUND

Tone Quality

Woodwinds
 Brass
 Strings
 Percussion

Blend/Balance

Ensemble (*within and between sections*)
 Melodic
 Accompaniment

II INTONATION

Ensemble (*Control in all registers/ranges*)
 Melodic
 Harmonic
 Unison/Octaves
 Listening (*pitch adjustment skills*)

III FUNDAMENTALS

Rhythm/Precision

Pulse/Precision
 Tempo (*control*)
 Rhythmic Accuracy

Articulations

Uniformity
 Consistency
 Clarity

Technique

Attacks
 Releases
 Note Accuracy
 Bowing: Placement
 Use of Bow
 Facility (*flexibility and dexterity*)

IV MUSICIANSHIP

Interpretation

Style
 Nuances
 Tempi

Phrasing

Uniformity
 Shape

Dynamics

Range
 Contrast
 Control (*consider all levels*)

V OTHER FACTORS

Choice of Literature

Appropriate Repertoire

Stage Department

Confidence

Appearance

Posture

Grade **A**

Grade **A**

Grade **A**

(+ Strength/- Needs Improvement /Blank = OK)

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*crisp
not
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Grade **A**

Grade **A**

Grade **B**

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Grade **A**

Grade **A**

Grade **A**

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Grade **A**

Grade **B**

Grade **A**

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Not graded - Comments below

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Excellent!

COMMENTS:

#1  almost always

Balance - bass line a little loud when accompanying

#2 Hold tempo to the Andante opening.

 Release 1 on 2.

Lighter approach to articulation.

#3 be careful legato doesn't get "wah wah" Get tongue out of the way quickly.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
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tone quality
 preparation
 confidence
 direction
 dynamics

none noted
 except for some
 balance &
 articulation
 issues

Circle one:

SUPERIOR

EXCELLENT

GOOD

FAIR

POOR

Adjudicator's Signature

Nancy Robinson

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GRADES:

_____ to _____

INSTRUMENTATION
Woodwinds:

Flutes/Picc 10
Oboe 1
English Horn 1
Clarinet 9
Alto Clarinet 2
Bass Clarinet 2

Contra Bass Clarinet 1
Bassoon 1
Alto Sax 4
Tenor Sax 2
Baritone Sax 1

Brass:
Cornet-Trumpet 8
French Horn 4
Baritone/Euph 4
Trombone 4
Tuba 2
Percussion 1
Other 1

Strings:
Violins 1st _____
Violin 2nd _____
Viola _____
Cello _____
Bass _____
Piano _____
Other _____

	Grade	Grade	Grade
I SOUND	B	A	B-
Tone Quality	(+ Strength/- Needs Improvement / Blank = OK)		
Woodwinds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brass	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend/Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensemble (<i>within and between sections</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melodic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accompaniment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II INTONATION	B	B	B
Ensemble (<i>Control in all registers/ranges</i>)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Melodic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harmonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unison/Octaves	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening (<i>pitch adjustment skills</i>)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III FUNDAMENTALS	A	D	A
Rhythm/Precision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulse/Precision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tempo (<i>control</i>)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhythmic Accuracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniformity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Releases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note Accuracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bowing: Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Bow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facility (<i>flexibility and dexterity</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV MUSICIANSHIP	A	A	B
Interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tempi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phrasing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uniformity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shape	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control (<i>consider all levels</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V OTHER FACTORS	Not graded - Comments below		
Choice of Literature	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Appropriate Repertoire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Stage Deportment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Knights - Nice job! We struggled with pitch a bit here. Try to use warm air (like you see fogging up a mirror) to generate a deeper tone quality

Holst - Some very nice moments! Good phrasing and good mf sounds. Work to keep intensity of air in dynamics below mp.

Extremis - Lots of energy! Work to place yourself so that the whole thing isn't high / fast / loud! lighten up the middle section. forte = strong, not loud

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
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- Energy
- Good phrasing
- Phrasing in Holst

- Balance of forte section
- moving air through notes

Circle one:

SUPERIOR

EXCELLENT

GOOD

FAIR

POOR

Adjudicator's Signature

Dominguez

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GRADES:

_____ to _____

INSTRUMENTATION

Woodwinds:

Flutes/Picc 10
 Oboe 1
 English Horn _____
 Clarinet 9
 Alto Clarinet _____
 Bass Clarinet 2

Contra Bass Clarinet _____
 Bassoon 4
 Alto Sax 2
 Tenor Sax 1
 Baritone Sax _____

Brass:
 Cornet-Trumpet 87
 French Horn 43
 Baritone/Euph 4
 Trombone 84
 Tuba 2
 Percussion 8
 Other 1

Strings:
 Violins 1st _____
 Violin 2nd _____
 Viola _____
 Cello _____
 Bass _____
 Piano _____
 Other _____

I SOUND

Tone Quality

Woodwinds
 Brass
 Strings
 Percussion

Blend/Balance

Ensemble (*within and between sections*)
 Melodic
 Accompaniment

II INTONATION

Ensemble (*Control in all registers/ranges*)
 Melodic
 Harmonic
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 Listening (*pitch adjustment skills*)

III FUNDAMENTALS

Rhythm/Precision

Pulse/Precision
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 Facility (*flexibility and dexterity*)

IV MUSICIANSHIP

Interpretation

Style
 Nuances
 Tempi

Phrasing

Uniformity
 Shape

Dynamics

Range
 Contrast
 Control (*consider all levels*)

V OTHER FACTORS

Choice of Literature

Appropriate Repertoire

Stage Deportment

Confidence

Appearance

Grade A- Grade A Grade A

(+ Strength/- Needs Improvement /Blank = OK)

Woodwinds: OK OK OK
 Brass: OK OK OK
 Strings: OK OK OK
 Percussion: OK OK OK
 Blend/Balance: Ensemble TP OK OK
 Melodic: OK OK OK
 Accompaniment: OK OK OK
 Intonation: Ensemble OK OK OK
 Melodic: OK OK OK
 Harmonic: OK OK OK
 Unison/Octaves: OK OK OK
 Listening: OK OK OK
 Fundamentals: Rhythm/Precision: Pulse/Precision OK OK OK
 Tempo: OK OK OK
 Rhythmic Accuracy: OK OK OK
 Articulations: Uniformity OK OK OK
 Consistency: OK OK OK
 Clarity: OK OK OK
 Technique: Attacks OK OK OK
 Releases: OK OK OK
 Note Accuracy: OK OK OK
 Bowing: Placement OK OK OK
 Use of Bow: OK OK OK
 Facility: OK OK OK
 Musicianship: Interpretation: Style OK OK OK
 Nuances: OK OK OK
 Tempi: OK OK OK
 Phrasing: Uniformity OK OK OK
 Shape: OK OK OK
 Dynamics: Range OK OK OK
 Contrast: OK OK OK
 Control: OK OK OK

Not graded - Comments below

Choice of Literature: OK OK OK

Stage Deportment: Confidence Good

Appearance Very Professional

Excellent

COMMENTS:

1. Good work. Well prepared with a good ensemble sound and sense of intonation.

2. Trumpet tone thin at times. Watch releases. Nice phrasing. Good connection of notes and shaping. Good dynamic control most of the time.

3. Percussion, remember to \rightarrow with the rest of the ensemble. Trumpet balance is an issue at times, as is percussion.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
1. Conductor/Director 2. Ensemble Tone 3. Fundamentals 4. Musicianship	1. Balance & Blend (at times) 2. Upper brass tone (at times)

Circle one: SUPERIOR EXCELLENT GOOD FAIR POOR

Adjudicator's Signature R. J. Martin



Southern California School Band and Orchestra

Sight-Reading 12:15

James Workman MS

Wind Ensemble

Jennifer Dean

Festival Sight-Reading Adjudication Level 1

BAND

ORCHESTRA

STRING ORCHESTRA

SCHOOL: JWMS CLASSIFICATION: _____

MUSIC READ: Eclipsis COMPOSER: _____

ACCURACY OF RHYTHM Rhythmic Figures read correctly <input type="checkbox"/> Meter and Tempo changes <input type="checkbox"/> Note values <input type="checkbox"/>	Grade A	COMMENTS
ACCURACY OF NOTES Correct Key Signature <input type="checkbox"/> Accidentals <input type="checkbox"/> Correct Pitches <input type="checkbox"/>	Grade A	COMMENTS
ACCURACY OF STYLISTIC DETAILS Dynamics <input type="checkbox"/> Articulation <input type="checkbox"/> Bowings <input type="checkbox"/> Tempi <input type="checkbox"/> Nuance <input type="checkbox"/> Phrasing <input type="checkbox"/>	Grade A	COMMENTS
RESPONSE TO FELLOW PLAYERS Adjusting for Intonation <input type="checkbox"/> Blend <input type="checkbox"/> Balance <input type="checkbox"/> Rhythmic Precision <input type="checkbox"/> Playing together <input type="checkbox"/>	Grade A	COMMENTS
RESPONSE TO CONDUCTOR Following Tempo and Style gestures <input type="checkbox"/> Recovery from errors <input type="checkbox"/>	Grade A	COMMENTS
DEPARTMENT -- DISCIPLINE Entrance <input type="checkbox"/> Posture <input type="checkbox"/> Alertness <input type="checkbox"/> Attention to Adjudicator <input type="checkbox"/> Attention to Director <input type="checkbox"/> Exit <input type="checkbox"/>	Grade A	COMMENTS

(GENERAL COMMENTS -- ADJUDICATOR MAY USE BACK IF NEEDED)

FINAL RATING: (Circle One)

Superior
 Excellent

Good

Fair

Poor

Adjudicator [Signature]

Date 3-11-17