# Music Performance Adjudication

## Concert Band - Stage Form

**Name of Ensemble** ______________________________________________

**School** ______________________________________________

**City** ____________________________________________________________

**Director** ________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>No. of Members</th>
<th>District</th>
<th>Performance Grade</th>
</tr>
</thead>
</table>

**Adjudication Scale By Rating:**

I = Superior   II = Excellent   III = Average   IV = Below Average   V = Poor

**Repertoire:**

<table>
<thead>
<tr>
<th>Title (check box to left to indicate march)</th>
<th>Composer / Arranger</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade each caption using A, B, C, D or F in its respective box. Reference sub-caption terms along with rubric and key words from the back of the sheet. Comments should be constructive. It is acceptable to use + / – in the individual captions.

## Tone Quality:

- Characteristic
- Resonance
- Control
- Clarity
- Consistency
- Match within section

## Intonation:

- Ensemble pitch center
- Adjusts chord tones
- Melodic line
- Corrects flaws

## Balance/Blend:

- Presentation of musical roles
- Texture
- Between timbres
- Between winds/percussion

## Precision:

- Pitch accuracy
- Articulation clarity
- Note shape
- Vertical alignment
- Pulse
- Subdivision
- Technique

## Basic Musicianship:

Adherence to printed directions not addressed by previous captions

## Interpretive Musicianship:

Choices of style, tempi, dynamic range and contrast, melodic inflection to produce composer’s intent

## General Factors:

Choice of appropriate literature

Instrumentation

Etiquette

Appearance
# North Carolina Bandmasters Association
## Music Performance Adjudication
### Concert Band - Stage Rubric

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performers consistently</td>
<td>A</td>
</tr>
<tr>
<td>Performers frequently</td>
<td>B</td>
</tr>
<tr>
<td>Performers occasionally</td>
<td>C</td>
</tr>
<tr>
<td>Performers rarely</td>
<td>D</td>
</tr>
<tr>
<td>Performers almost never</td>
<td>F</td>
</tr>
</tbody>
</table>

Use the Achievement Level for each group of Indicators to assist in determining a grade for each Caption. Ensembles may earn a grade in a given Category without all indicators having the same Achievement Level.

You may use + and – marks within each category.

Key Words may be used to provide additional information and should reflect achievement within the category.

Refer to Appendix A of the Adjudicator’s Manual to total your Caption Grades to the appropriate Final Rating on the front of this sheet.

Do not use + or – marks with the Final Rating.

<table>
<thead>
<tr>
<th>CAPTION</th>
<th>INDICATORS</th>
<th>KEY WORDS ( + / – )</th>
</tr>
</thead>
</table>
| **Tone Quality** | • Produce dark, characteristic tone quality on all instruments  
• Produce resonant, controlled tone in all ranges, registers and dynamics  
• Produce clear, consistent tone throughout duration of each note  
• Match tone color and resonance from player to player within each section | Tonal concept  
Air flow  
Embouchure  
Equipment  
Stick technique  
Resonance |
| **Intonation** | • Produce uniform pitch center throughout the ensemble  
• Demonstrate careful attention to intonation in all registers, dynamics and styles  
• Adjusts pitches to demonstrate an understanding of just intonation within chordal structure and harmonic progression  
• Corrects perceived pitch issues  
• Demonstrate percussion tuning to match the ensemble | Listening for pitch  
Adjusting pitch issues  
Intervals  
Melodic pitch  
Just intonation |
| **Balance/Blend** | • Produce appropriate balance and/or blend between timbres  
• Present an appropriate balance between musical roles within the texture  
• Understand the supportive relationship between the wind and percussion sections | Environment  
Placement  
Texture  
Orchestration  
Musical role  
Blend  
Melody, countermelody, harmony, ostinato, accompaniment |
| **Precision** | • Perform correct pitches  
• Produce a unified, consistent and refined performance of all styles of articulation and note shape demanded by notation and composer's intent  
• Demonstrate vertical alignment of attacks and releases  
• Demonstrate control of pulse and subdivision  
• Perform rhythm values accurately  
• Meets all technical demands with ease | Key  
Legato, staccato, accent, marcato  
Attack / Release  
Vertical alignment  
Pulse  
Rhythm values  
Subdivision |
| **Basic Musicianship** | • Change dynamics where printed  
• Produce dynamic contrast  
• Produce printed tempo changes  
• Use appropriate mutes and percussion implements | Dynamic range  
Dynamic contrast  
Tempo markings  
Mallet choice |
| **Interpretive Musicianship** | • Demonstrate a refined understanding of musical style  
• Perform tempi appropriate for both composer's intent and technical clarity  
• Shape phrases using dynamics, articulation and inflection  
• Demonstrate the music’s expressive features  
• Use rubato where appropriate | Note shape  
Inflection  
Pacing  
Aesthetic response  
Artistic expression |
| **General Factors** | • Provide evidence that the selected literature is appropriate for the ensemble by meeting all technical demands and performing with a thorough awareness of the composer's intent.  
• Present appropriate instrumentation for the literature  
• Demonstrate appropriate appearance and etiquette | Appropriateness of literature  
Instrumentation  
Attire  
Behavior |