

GICAA Instrumental Music Evaluation Form

Overall Rating:

Directors Name: _____

Ensemble Type: Solo-Quintet Mixed Ensemble (6-up) Chamber Orchestra (6-12)
 String Orchestra (13-up) Full Orchestra (13-up)

Repertoire (Title, Composer, Arranger)

Selection 1: _____

Performance Level: I II III IV V

Selection 2: _____

Performance Level: I II III IV V

Make sure to include original scores for each judge with the measures numbered. Photocopies will only be accepted if accompanied by a letter or fax from the publisher granting permission to use photocopies

Ratings

Definitions

I. Superior	Reserved or uncommonly exceptional groups that stand out as having Performances that are nearly flawless.
II. Excellent	Truly fine work; worthy of compliment and praise. Students are performing well.
III. Good	Performance demonstrates some good technical and musical achievements; However, improvement is needed to be considered excellent.
IV. Fair	A moderate number of significant problems mar the desired positive effect of the performance.
V. Poor	Many, severe problems mar the desired positive effect of the performance.

Judge #1: _____

I. Superior (83-100)

II. Excellent (67-82)

Judge #2: _____

III. Good (51-66)

IV. Fair (35-50)

V. Poor (20-34)

Total Score: _____

Concert Music Adjudication Form

Rating	Numerical Score	42-50 34-41 26-33 18-25 10-17	Superior (I) Excellent (II) Good (III) Fair (IV) Poor (V)
Judge's Signature			

	Piece1	Piece 2
<p>Tone</p> <p>4-5 Mature, focused, and well-balanced tone conveys appropriate intensity and sensitivity throughout the selection. technically challenging passages are well executed.</p> <p>3 Tone quality does not yet convey a mature, focused sound. Minor balance problems exist.</p> <p>2 Tone quality is generally too thin or harsh. Moderate balance problems may exist. Challenging passages and/or sections of the ensemble lack precision and fluidity.</p> <p>1 Poor, weak tone, throughout performance; entire sections of the music or orchestra are difficult to hear.</p>		
<p>Intonation</p> <p>4-5 (5) Music is consistently in tune. (4) Music is in tune, except in several technically challenging passages.</p> <p>3 Lack of quick fingertip adjustment causes subtle but consistent pitch inaccuracies.</p> <p>2 Problems with finger placement or lack of adjustment create consistent, significant Pitch inaccuracies.</p> <p>1 Severe finger placement problems and lack of adjustment make the mode or key difficult to recognize.</p>		
<p>Rhythmic Precision</p> <p>4-5 Most Rhythms are accurate and tempos are consistent and appropriate for the music.</p> <p>3 Rhythmic inaccuracies occasionally occur. Tempos may be a little slow or fast; slight rushing/dragging problems exist. Entrances, cadences and tempo changes lack precision.</p> <p>2 Recurring rhythmic inaccuracies are frequent. Tempos are too slow or fast; rushing/dragging Causes moderate ensemble problems. Entrances, cadences and tempos changes consistently lack precision.</p> <p>1 Recurring rhythmic inaccuracies are very frequent. Severe problems with tempo, rushing, Dragging, entrances, cadences or deliberate tempo changes result in group not maintaining rhythmic ensemble.</p>		
<p>Musical Effect (Style, Dynamics, Phrasing)</p> <p>4-5 Phrasing and dynamic contrasts are very musical and well defined. Articulations are accurately performed and characteristic of musical style. Bowings/articulations are present, but should be better defined. Minor bowing for orchestra.</p> <p>3 Dynamics and articulations are present, but should be better defined. Minor bowing, articulation problems exist.</p> <p>2 Some dynamics and/or stylistic articulations are present; however, consistent and frequent problems throughout group obscure the correct dynamics and articulations performed by some.</p> <p>1 Little or no dynamics or stylistic articulations observed.</p>		
SUBTOTAL		
<p>Overall Effect All (5) Most (4) Many (3) Some (2) Few (1)</p> <p>Did you enjoy the performance?</p>		
<p>Formal Presentation</p> <p>4-5 Students enter and leave the stage quietly, efficiently. Appropriate well-maintained Attire creates positive visual effect and reflects formal performance practice. Students appear Completely engaged and focused throughout performance.</p> <p>2-3 A few (3) or a moderate number (2) of problems detract from a desired positive visual effect and does not Reflect formal performance.</p> <p>1 Many problems with presentation detract from desired formal stage presence.</p>		
Subtotal Piece 1 + Piece 2 + Form + Presentation = TOTAL SCORE		