

GICAA Instrumental Festival Evaluation Form

Overall Rating

Directors Name: _____

Ensemble Type: Solo Small Ensemble (2-6) Large Ensemble (7-16)

Orchestra (50 % or more Orchestra Instruments) Concert Band (50% or more Band Instruments)

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

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|------|-----------|---|
| 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)

III. Good (51-66)

IV. Fair (35-50)

V. Poor (20-34)

Judge #2: _____

Total Score: _____

Concert Music

Adjudication

Form	Piece 1	Piece 2
<p>Tone</p> <p>4-5 Mature, focused, and well-balanced tone conveys appropriate intensity and sensitivity throughout the selection. All (5) or most (4) 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) All music is 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 and 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 All (5) or most (4) Rhythms are accurate. 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 All (5) or most (4) 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>Performance Position All (5) Most (4) Many (3) Some (2) Few (1)</p> <p>Students sit or stand with correct performance posture, instrument positioning, and left and right hand Playing position.</p>		
<p>Formal Presentation</p> <p>4-5 All (5) or most (4) 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		

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