

# Florida Bandmasters Association

Adjudicator's Comment Sheet

## JAZZ BAND

School: Coral Reef Senior High School  
 Band Name: Jazz Band I

Classification: A  
 Performance Time: February 20, 2020 9:00 pm  
 Adjudicator: Bill Hinkle

**Music Selections:**

Bags Groove  
 Isfahan  
 Basie-Straight Ahead

Milt Jackson/John Clayton  
 Ellington/Strayhorn-Berger/Lopeman  
 Nestico

| PERFORMANCE FUNDAMENTALS                        |   |   |   | TECHNICAL PREPARATION                           |   |   |   | MUSICAL EFFECT                                  |   |   |   |   |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|
|   |   |   |   |   |   |   |   | VRS / AS++ / TS<br>15+ / TBN                    |   |   |   |   |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |
|   |   |   |   |   |   |   |   | KEEP WORKING ON THIS AREA! CRITICAL             |   |   |   |   |  |  |
| Tone Quality                                    | 1 | 2 | 3 | Note Accuracy                                   | 1 | 2 | 3 | Improvisation/Solos                             | 1 | 2 | 3 | <div style="font-size: 2em; font-weight: bold;">KEEP WORKING ON THIS AREA! CRITICAL</div> |  |  |
| Intonation                                      |   |   |   | Rhythmic Accuracy                               |   |   |   | Stylistic Awareness                             |   |   |   |   |  |  |
| Balance   |   |   |   | Precision                                       |   |   |   | Harmonic Content                                |   |   |   |   |  |  |
| Blend   |   |   |   | Entrances                                       |   |   |   | Communication                                   |   |   |   |   |  |  |
| Band Sonority                                   |   |   |   | Releases  |   |   |   | Creativity                                      |   |   |   |   |  |  |
| Physical Articulation                           |   |   |   | Interpretive Articulation                       |   |   |   | Expression                                      |   |   |   |   |  |  |
|   |   |   |   | Clarity of Articulation                         |   |   |   | Shaping of Line                                 |   |   |   |   |  |  |
|   |   |   |   | Technique                                       |   |   |   | Interp. of Jazz Style                           |   |   |   |   |  |  |
|   |   |   |   | Time & Rhythm                                   |   |   |   | Phrasing  |   |   |   |   |  |  |
|   |   |   |   | Dynamics Observed                               |   |   |   | Tempo   |   |   |   |   |  |  |
|   |   |   |   | Transitions                                     |   |   |   | Dynamic Expression                              |   |   |   |   |  |  |
|   |   |   |   |   |   |   |   | Emotional Impact                                |   |   |   |   |  |  |
|   |   |   |   |   |   |   |   | Appropriateness of Literature                   |   |   |   |   |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |
| FINAL: <span style="font-size: 1.5em;">A</span> |   |   |   | FINAL: <span style="font-size: 1.5em;">A</span> |   |   |   | FINAL: <span style="font-size: 1.5em;">A</span> |   |   |   |   |  |  |

Officials will include a + or - by the subdivisions, which mean they are noticeably good or noticeably needing improvement as related to the letter grade assigned. The absence of any marks indicates a performance consistent with the letter assigned. After completing the previous, enter an A, B, C, D or E to indicate the level of performance in each category. Average the three letter grades in each category to arrive at a final letter grade. Average the three final grades to arrive at the FINAL RATING.

**COMMENTS**

(INCLUDING: Stage presence, Discipline, Posture, Instrumentation, Strong Points, Weak Points - Continue on Reverse Side ->)

PLEASE REFER TO TAPED COMMENTS!  
 EXCELLENT PERFORMANCE - GOOD CHALLENGING CHARTS -  
 DEVELOP MORE SOLOISTS THROUGHOUT THE BAND!  
 CONGRATS & CONTINUED SUCCESS TO ALL

Recommended for: Superior  
 (Superior, Excellent, Good, Fair, Poor)  
 Write out Final Rating

Bill Hinkle

Adjudicator's Signature

# Florida Bandmasters Association

Adjudicator's Comment Sheet

## JAZZ BAND

School: Coral Reef Senior High School  
 Band Name: Jazz Band I

Classification: A  
 Performance Time: February 20, 2020 9:00 pm  
 Adjudicator: Melton Mustafa

**Music Selections:**

Bags Groove  
 Isfahan  
 Basie-Straight Ahead

Milt Jackson/John Clayton  
 Ellington/Strayhorn-Berger/Lopeman  
 Nestico

| PERFORMANCE FUNDAMENTALS |  |   |   | TECHNICAL PREPARATION |                           |  |   | MUSICAL EFFECT |   |                               |  |   |   |   |
|--------------------------|--|---|---|-----------------------|---------------------------|--|---|----------------|---|-------------------------------|--|---|---|---|
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   | 1    2    3           |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   | 1    2    3           |                           |  |   |                |   |                               |  |   |   |   |
| Tone Quality             |  | 1 | 2 | 3                     | Note Accuracy             |  | 1 | 2              | 3 | Improvisation/Solos           |  | 1 | 2 | 3 |
| Intonation               |  |   |   |                       | Rhythmic Accuracy         |  |   |                |   | Stylistic Awareness           |  |   |   |   |
| Balance                  |  |   |   |                       | Precision                 |  |   |                |   | Harmonic Content              |  |   |   |   |
| Blend                    |  |   |   |                       | Entrances                 |  |   |                |   | Communication                 |  |   |   |   |
| Band Sonority            |  |   |   |                       | Releases                  |  |   |                |   | Creativity                    |  |   |   |   |
| Physical Articulation    |  |   |   |                       | Interpretive Articulation |  |   |                |   | Expression                    |  |   |   |   |
|                          |  |   |   |                       | Clarity of Articulation   |  |   |                |   | Shaping of Line               |  |   |   |   |
|                          |  |   |   |                       | Technique                 |  |   |                |   | Interp. of Jazz Style         |  |   |   |   |
|                          |  |   |   |                       | Time & Rhythm             |  |   |                |   | Phrasing                      |  |   |   |   |
|                          |  |   |   |                       | Dynamics Observed         |  |   |                |   | Tempo                         |  |   |   |   |
|                          |  |   |   |                       | Transitions               |  |   |                |   | Dynamic Expression            |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   | Emotional Impact              |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   | Appropriateness of Literature |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |
|                          |  |   |   |                       |                           |  |   |                |   |                               |  |   |   |   |

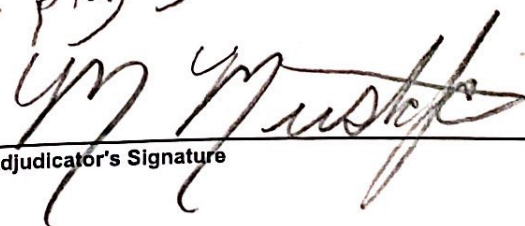
Officials will include a + or - by the subdivisions, which mean they are noticeably good or noticeably needing improvement as related to the letter grade assigned. The absence of any marks indicates a performance consistent with the letter assigned. After completing the previous, enter an A, B, C, D or E to indicate the level of performance in each category. Average the three letter grades in each category to arrive at a final letter grade. Average the three final grades to arrive at the FINAL RATING.

### COMMENTS

(INCLUDING: Stage presence, Discipline, Posture, Instrumentation, Strong Points, Weak Points - Continue on Reverse Side ->)

Please refer to the recording.  
 Nice vibe solo. Lots of great musicians on stage.  
 Piano make sure your comping matches the rhythm sect  
 The ballad was SOOOOO expressive!!!  
 Great blend & bal. nice stylistic playing.

Recommended for: \_\_\_\_\_  
 (Superior, Excellent, Good, Fair, Poor)  
 Write out Final Rating

  
 Adjudicator's Signature

# Florida Bandmasters Association

Adjudicator's Comment Sheet

## JAZZ BAND

School: Coral Reef Senior High School  
 Band Name: Jazz Band I

Classification: A  
 Performance Time: February 20, 2020 9:00 pm  
 Adjudicator: Gary Langford

**Music Selections:**

Bags Groove  
 Isfahan  
 Basie-Straight Ahead

Milt Jackson/John Clayton  
 Ellington/Strayhorn-Berger/Lopeman  
 Nestico

| PERFORMANCE FUNDAMENTALS   | TECHNICAL PREPARATION  | MUSICAL EFFECT   |
|--|--|--|
|  |  | 1 2 3  |
| Tone Quality   | Note Accuracy  | Improvisation/Solos  |
| Intonation   | Rhythmic Accuracy  | Stylistic Awareness  |
| Balance  | Precision  | Harmonic Content   |
| Blend  | Entrances  | Communication  |
| Band Sonority  | Releases   | Creativity   |
| Physical Articulation  | Interpretive Articulation  | Expression   |
|  | Clarity of Articulation  | Shaping of Line  |
|  | Technique  | Interp. of Jazz Style  |
|  | Time & Rhythm  | Phrasing   |
|  | Dynamics Observed  | Tempo  |
|  | Transitions  | Dynamic Expression   |
|  |  | Emotional Impact   |
|  |  | Appropriateness of Literature  |
| <div style="border: 1px solid black; display: inline-block; padding: 2px;">A A B</div><br>FINAL: <span style="border: 1px solid black; padding: 2px;">A</span> | <div style="border: 1px solid black; display: inline-block; padding: 2px;">A A B</div><br>FINAL: <span style="border: 1px solid black; padding: 2px;">A</span> | <div style="border: 1px solid black; display: inline-block; padding: 2px;">A A B</div><br>FINAL: <span style="border: 1px solid black; padding: 2px;">A</span> |

Officials will include a + or - by the subdivisions, which mean they are noticeably good or noticeably needing improvement as related to the letter grade assigned. The absence of any marks indicates a performance consistent with the letter assigned. After completing the previous, enter an A, B, C, D or E to indicate the level of performance in each category. Average the three letter grades in each category to arrive at a final letter grade. Average the three final grades to arrive at the FINAL RATING.

**COMMENTS**

(INCLUDING: Stage presence, Discipline, Posture, Instrumentation, Strong Points, Weak Points - Continue on Reverse Side ->)

*Some solid playing. INNER PARTS, who are you?  
 Fantastic alto solo - very mature.  
 Bass needs a bit more cohesion. INNER PARTS  
 Don't rush -  
 & enjoyed your performance*

Recommended for: Superior  
 (Superior, Excellent, Good, Fair, Poor)  
 Write out Final Rating

*Gary Langford*  
 Adjudicator's Signature