



HS Jazz Improvisation EVALUATION

Mandatory for Senior High Jazz

Adj. Initials: _____

TONALITY The student Performs: (Scored only for **Melody** instruments)

10 all melodic patterns in proper context of all contrasting harmonic changes..

9 - 8 most melodic patterns in proper context of contrasting harmonic changes.

7 - 6 many melodic patterns in proper context of contrasting harmonic changes.

5 - 4 only some melodic patterns in proper context of contrasting harmonic changes.

3 - 2 mainly with relation to the tonic, outside the context of the harmonic changes.

CREATIVITY
The student demonstrates:
(Circle **ALL** that **APPLY**) 2pts each

2 conversational interplay between solo and accompaniment and/or linear solo melodic dialog.

2 original solo, melodic ideas offered in a fresh personal style.

2 original rhythmic patterns that logically extend beyond rhythms of the accompaniment.

2 flexible use of elements of expression (dynamics, accents,...)

2 a degree of freedom/curiosity within acknowledged context of tonality and meter.

RHYTHM The student performs:

10 advanced rhythmic patterns (i.e., pick-ups, syncopation, etc.), which are creative and appropriate to the style and setting of the accompaniment.

9 - 8 contrasting rhythmic patterns which include divisions and/or subdivisions of large beats and show competence in rhythmic creativity.

7 - 6 a few interesting rhythmic patterns (divisions and/or subdivisions), but without much contrast.

5 - 4 with a proper sense of meter throughout, but only creates uncomplicated rhythmic patterns (large beat reference).

3 - 2 with a fairly consistent tempo (steady beat) throughout, but solo lacks rhythmic creativity.

INTERPRETATION The student performs:

10 the highest level of musicality including well-shaped phrases and dynamics.

9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.

7 - 6 a moderate level of expression within performance.

5 - 4 only a limited amount of musicality/expression within performance.

3 - 2 musical expression inhibited by technique.

Improvisational COMPING (Keyboard Only)
The student demonstrates:
(Circle **ALL** that **APPLY**) - worth 2 points each

2 accurate placement of chords appropriate to the function of harmony across time; maintaining steady beat in comping pattern.

2 appropriate rhythmic patterns for style required.

2 appropriate voicing for style required.

2 voicings which display smooth/logical voice leading from chord to chord.

2 proper use of extensions, substitutions, and alterations.

CONCEPTUAL UNDERSTANDING
(Check **ALL** that **APPLY**) 2pts each

The student performs:

2 a comprehensive design of large scale solo architecture (a beginning, a middle, and an end.).

2 motivic development (use of sequential extensions).

2 a sense of musical syntax with correlating melodic and harmonic resolutions.

2 linear/melodic invention rather than a reliance on unrelated melodic licks/scale sequences.

2 a chosen mood appropriate to musical setting.

Adjudicator Comments:

Total Improvisational Score: