

WMTA ADJUDICATOR CHECKLIST

BEFORE AUDITION DAY:

Read the Adjudicating Guidelines for WMTA Auditions thoroughly. All of the information can be found at www.wmta.net under "Auditions" then look for Judges Information. These materials include the goal of WMTA Auditions, repertoire and memorization requirements, as well as rating guidelines.

Contact the district chair with questions prior to the auditions day if possible or ask your questions at the Judges' Orientation Meeting that morning.

Dress appropriately. The student is being asked to dress for a successful performance. Your appearance is a model to them.

DAY OF THE AUDITION:

Arrive 25-30 minutes prior to judging, to attend the judges orientation meeting. Ask any questions regarding the day. Communicate with your assigned door monitor in regard to timing of opening the door, bringing the next student into the room, etc.

INTERACTION WITH STUDENTS:

Play the piano in your judging room and make note of any problems. **BE SURE TO TELL EACH STUDENT or ACCOMPANIST ABOUT ANY PROBLEMS WITH THE INSTRUMENT or ASK THE ROOM MONITOR TO TELL THEM.**

Make eye contact and smile when the student enters the room and use some verbal interaction with the student.

For pianists, encourage the student to try the piano and give the student a fair chance at warming up. Have the room monitor help the smaller children adjust the bench.

Vocalists and instrumentalists should not warm up in the performance room.

To help students feel more comfortable, you can explain that you are not only the judge, but just another teacher giving them suggestions and ideas.

Offer a few positive personal words when the student completes their performance or provide a simple "Thank you for playing" as the student exits.

STAYING ON SCHEDULE:

Try not to take too much time between pieces.

Use the student schedule you've been given in your folder to be aware of the time. This will help keep you on schedule. If you are far behind and judging at district auditions, ask the chairperson to take a couple of students and give them to another judge, so you can get back on schedule.

If pieces are too long for the allotted time, please gently "cut-off" the students' pieces to fit. But, do not cut out an entire piece to get back on schedule.

Some high school seniors may be scheduled with extra performance time if they are also preparing for upcoming college auditions. The district chair should/will notify you of this situation during the morning orientation meeting if you will be judging one of these students.

USING THE ADJUDICATION FORM:

The critique of the performance is to be **mainly written comments** so that the student and teacher can benefit from your words. No matter what "rating" the student receives, the written comments are what the student can learn from the most.

It is important that your comments support the rating that is given. If a rating is less than a "4", please be sure to offer adequate feedback so the student and teacher understand why they received that rating. Many teachers and students often look at any rating of a "3" or less to be a low rating. Of course, written suggestions and compliments are still encouraged even for the students who receive "4"s and "5"s.

Please write legibly.

Please mark “+” and “-“ in the boxes on the left side of the adjudication form to help the student understand their rating.

Judge all performances, including the State Track, for that performance only. DO NOT advance students to the State Competition assuming they will practice/improve between the District and State audition dates.

Please take into consideration, and give as much weight to how well the student recovers from a memory slip as to the slip itself.

Take one point off for any student in grade 7 or above, who has not numbered every measure in each piece.

ACCEPTABLE PERFORMANCE PRACTICES:

Read any explanation of terminology or other information regarding the piece that may be given in footnotes or elsewhere on the page.

Do not guess at any terms that are unfamiliar to you.

If the teacher has added or deleted details into the score, please judge these details as part of the whole performance.

Acceptable Baroque practices are:

- Ornamentation maybe added on the repeat.
- Phrasing slightly different than indicated within the Baroque style.
- Pedal used as a connecting tool.
- Terraced dynamics.

Repeats are performed at the discretion of the teacher and student. For Sonata or Sonatinas, a single movement, or more than one movement, maybe be performed. If more than one movement is being performed, please pay special attention to the time – you may need to “cut-off” the student to stay on schedule (unless it is a high school senior – this was addressed above in the “Staying on Schedule” section.)

DO NOT ADD YOUR PERSONAL PREFERENCES when judging repertoire.

DISQUALIFICATION OF THE STUDENT shall be given as a penalty for the infraction of the following rules:

The use of recording devices, audio or audio-visual equipment in the room.

Parents talking or conversing with the judge regarding the performance of any student.

Photocopied music.

EXCEPTIONS: A page may be copied (with the original present) to facilitate a page turn for District 2-NM and District 3 students. Accompanists may use photocopied music as long as the actual book is present.

Please write DISQUALIFIED on the rating sheet for infractions and also write the reason why.

NO POINTS SHALL BE GIVEN:

If the judge’s copy is not brought to site, no points are given for that piece(s), only comments!

If a student needs to use music for a piece in which memory is a requirement, he shall receive comments only. There will be no points given for that piece. This applies to the following tracks at district auditions: District 2, District 3, and State track.

FOR JUDGING AT BADGER COMPETITIONS:

When judging Badger Keyboard Competition, keep separate notes on particular performances, to make it easier to choose a Winner.

AT THE END OF YOUR ADJUDICATION DAY:

Fill out your hour and mileage sheet and return it to the chairperson along with the folder. Also fill out the “Judges Information Form” so you can be added to the database and be called to judge again in the future.

Return the room the way you found it at the beginning of your day.

Destroy any copied music you obtain during the day.

Drive home safely knowing you have encouraged and helped to shape a child even more in their journey of learning a musical instrument.