Fill out this side of this form and present to the panel of faculty at your jury. Please check with posted information to know how many copies to provide for your panel.

Jury DATE: __________________

Expected Graduation Quarter____ Year_____ 

Circle below:

STUDENT NAME: ____________________________ Freshman / Sophomore / Junior / Senior

Performance instrument or voice: ____________________________ Performance / Music Education / MIS / NA

Average number of practice hours per week this quarter: _________________

HOW MANY QUARTERS OF STUDIO HAVE YOU NOW COMPLETED? ____ lower division ____ upper division

Studio Teacher's Name:____________________________________

This jury is: regular jury upper division audition pre-recital jury make-up jury

Please list all materials studied this quarter: etudes, scales and repertoire. An “M” means it was memorized, “S” means it was performed in seminar class; “P” means you performed it at a showcase or evening concert; “U” means it was assigned but is unfinished; and “R” means it is from a previous quarter and you’re keeping it in my repertoire for a future performance.

<table>
<thead>
<tr>
<th>Work title</th>
<th>Composer / Arranger</th>
<th>M, S, P, U, R</th>
<th>Jury selection?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On a separate page:

1. All students: Please describe two goals for the quarter and what you have done to meet them.
2. Singers: please attach a paraphrase of all non-English texts and a brief program note (and phonetic reading, if applicable) about the jury piece.

Instrumentalists: please attach a program note about the jury piece. (if performing multiple pieces, choose one for the program note)
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
<th>TARGET</th>
<th>DEVELOPING</th>
<th>DEFICIENT</th>
</tr>
</thead>
</table>
| Tone Quality       | consistently focused, clear, and centered; controlled                     | focused, clear and centered, sometimes less controlled.                | not controlled.  
detracts from performance.                                             | difficult to discern intended sound.                                       |
| Tempo/Rhythm       | Secure, accurate, and appropriate for style                               | secure and mostly accurate                                              | Frequent or repeated errors.  
detracts from performance.                                                   | Erratic: significantly detracts from performance.                         |
| Intonation/Note Accuracy | Virtually no errors. Pitch is very accurate.                           | Some errors, but not persistent or severe                               | frequent and/or repeated errors.                                          | Very few accurate or secure pitches.                                       |
| Dynamics           | obvious, consistent, and accurate for the style                         | accurate and consistent but limited effect                               | difficult to discern and/or ineffective.                                    | Incorrect or inappropriate and ineffective                                  |
| Phrasing           | consistent and sensitive to style                                        | somewhat consistent and sensitive to style.                            | inconsistent or insensitive to style.                                      | Inconsistent and inappropriate                                             |
| Musical Effect     | Musically engaging; meets technical demands of work.                     | Some moments; technical challenges not yet fully met                    | Technical issues more prominent than the musical expression.              | Technique insufficient; prevents musical expression                        |
| Dress              | Attire is professional                                                   | not dressed appropriately                                               |                                                                           |                                                                            |
| Stage Presence     | Commanding, charismatic                                                 | Comfortable, makes eye contact                                          | Tentative                                                                 | Distracting                                                               |

Additional comments for this performer: (breath, diction, bow use, articulation, etc.)

This Performance can be generalized as: (circle one, add + or – as needed)
Exemplary Target Developing Deficient
(A) (B) (C) (D) (F)
Faculty Signature: ___________________________