

NCBA MPA - Sight-Reading Judge Script

Approved by the NCBA Board Nov. 7, 2015

Revised by MPA Committee June 16, 2016

These directions are designed to serve three goals:

- 1) To provide a consistent experience for all participating directors and students.
- 2) To avoid the appearance of familiarity or bias towards a particular school, director or students.
- 3) To maintain the schedule of the event.

Before starting this script, have a list in your hands of the required instruments for percussion and part assignments for winds (clarinet 1 and 2, trumpet 1 and 2, etc.). The percussion list should also include the starting pitches for each drum for each grade level. Remember that the band will sight-read one UIL grade level below their stage grade level. For example, if the band played grade 4 on stage, they should sight-read UIL grade 3.

As students enter you may greet the director and students. A pleasant smile is appropriate and would likely be welcomed by nervous students and directors. You may give a polite “Good morning/afternoon/evening” to the participating director as he or she enters and approaches the podium. It is appropriate at this time to answer direct questions from the director regarding sight-reading rules.

Once students are settled and folders have been placed on stands by the host staff, go to the podium. Say the following:

“Good morning/afternoon/evening, my name is _____ and I’ll be your sight-reading adjudicator. Please put your personal folders under your seat. Only the sight-reading folder should be on your music stand. Be sure that you have a folder that corresponds with your part assignment, such as 1st trumpet or 2nd trumpet. In this piece of music, the parts are organized as follows...”

< Review instruments with multiple parts, such as clarinet 1 and clarinet 2, from the score or listing provided by the site host. In the event the director has not assigned parts prior to this point, allow time for the director to organize parts. >

Percussion, you will need the following instruments: _____ (read from list provided by site host). The timpanist should tune the drums to _____ (read from list provided by site host). Timpanist, you may go ahead and tune your drums to those pitches. Do you have everything you need?”

< Pause for percussion to respond >

“Does anyone need an additional folder or music stand?”

< Pause to direct host staff to address problems >

“Today I’ll be adjudicating your ability to read a piece of music after a brief review session. Please open your folder and find the piece of music called _____. Take it out of the folder and check that you have the correct part. After you’ve done that, place the music face-down on your stand. Does anyone have an incorrect part or could not find the piece in their folder?”

< Scan the room for raised hands. Pause to address problems as needed >

“You will have a total of _____ minutes to preview your piece. During this preparation time, you may not play your instrument. You may clap rhythms, sing parts, count out loud or finger along with your parts. Percussion may touch keyboard percussion with their fingers, but not with mallets. Other percussionists may tap rhythms with sticks on your leg, but you must not hit instruments with any kind of implement. You may also ask your director questions.”

“Your director may ask you to play a brief warm-up scale at the conclusion of the preparation period at his or her discretion. During your performance, your director may call out rehearsal numbers and verbal cues like “more trumpets” or “tubas watch” but they may not sing parts or rhythms while you are playing. Are there any questions?”

< Pause... >

“Please turn your sheet over. Your time begins now.”

< Go to your seat and begin timing and adjudication. >

At 1 minute remaining announce: “You have 1 minute remaining”

Proceed once the performance is _____ completed and you have finished your commentary... >

“Thank you for your performance. Please put your part back in the sight-reading folder.”

< Allow time for group to follow instructions >

“Leave the sight-reading folder on the stand. Be sure to gather your personal folders, mutes or other equipment. Congratulations on your performance today. You should exit the room to your left / right. Have a good morning/afternoon/evening.”

< Return to table to finish recorded commentary / written comments and caption / final ratings >

Revision history:

Draft: June 2015 - Matt Edwards, Melody Causby

Revision: June 2016 – Rodney K. Workman, MPA Committee Chair