



# Achievement in Music



## Technique Adjudication

The adjudicator will listen for firm, legato, even tone, as well as rhythmic precision and control over speed. Keyboard skills are judged for both fluency and accuracy. Unless indicated differently on the student's I.D. sheet, the adjudicator will expect the traditional fingering as indicated on page 1, 2 of the Reference sections in the AIM Syllabus. The five specific considerations for adjudication are:

Accuracy    Fingering    Tempo    Rhythm    Tone/Touch

These five areas are equal in points and consideration. Every student enters as a 100% performer. The adjudicator subtracts points as deficiencies in the performance become apparent. Scales, chords, cadences, and arpeggios must be played from memory.

Although the indicated tempo is the minimum required speed, the student should strive for accuracy before speed. If the student cannot play at the indicated tempo, the adjudicator will deduct points for being below tempo, but the student will still have a better total score than if he or she played inaccurately at the indicated tempo. The student will not be penalized for playing at a faster tempo than suggested. The adjudicator will set the metronome at the tempo indicated by the teacher on the student's I.D. sheet. The metronome will be left on or turned off, according to the student's preference.

The adjudicator is guided by the information on the student's I.D. sheet when requesting the student to perform the technical skills. Only the keys and skills indicated by the teacher may be required. The adjudicator must make sure all skills are covered within the time limits. All students are expected to be thoroughly prepared to give a fluent presentation of skills.

The adjudicator should stick to the "Script". **Do not ask for items not included on the ID sheet or addressed in the syllabus.** Follow the AIM Technique Judge Guidelines and only ask for what is required from that page. 1 extra skill can be asked for if the student needs a 3<sup>rd</sup> try. This is not a lesson and the judge should not teach the student how to do a skill. Allow the student to perform what they know. Help can be given to ensure the student fully understands what skill they are being asked to perform.

If an incomplete or altered ID sheet is presented to the adjudicator. Evaluate the performance and write the score and comments (Do not average the score). On a stickie, write the issue and attach it to the rating sheet. Put the rating sheet in a separate pile for the Chapter AIM Chair to review. The Chapter Chair will make the final score decision.



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## AIM TECHNIQUE SCORING RUBRIC

Level 1-5					
Category	4 Points	3 points	2 points	1 Point	0 points
<b>Accuracy</b>	All pitches correct on 1 <sup>st</sup> try, 1 restart allowed	1-2 incorrect pitches	3-4 incorrect pitches	5-6 incorrect pitches	A skill that is not attempted, or attempted but not completed
<b>Fingering</b>	Fingering adhering to standard or teacher's written fingering	1-2 incorrect errors	3-4 incorrect errors	5-6 incorrect errors	A skill that is not attempted, or attempted but not completed
<b>Rhythm</b>	Steady beat; 1 re-hit/re-start allowed	1-2 pauses 2 re-hits/ re-starts	3-4 pauses 3 re-hits/ re-starts	5 or more pauses Consistently uneven	A skill that is not attempted, or attempted but not completed
<b>Tempo</b>	Minimum or written tempo maintained (not below minimum)	Mild slowing or speeding up	Frequent slowing or speeding up	Slower than minimum tempo Inconsistent	A skill that is not attempted, or attempted but not completed
<b>Tone &amp; Touch</b>	Firm, Clean, legato tone; keys released on repeated notes of chords	1-2 instances of bad release or unclear sound	3-4 instances of bad release or unclear sound	An overall poor tone and lack of clean sound	A skill that is not attempted, or attempted but not completed
Level 6-10					
<b>Accuracy</b>	All pitches correct on 1 <sup>st</sup> try; 1 restart allowed	1-2 incorrect pitches	3-4 incorrect pitches	5-6 incorrect pitches	A skill that is attempted but not completed or not attempted
<b>Fingering</b>	Fingering adhering to standard or teacher's written fingering	1-2 incorrect errors	errors	5-6 incorrect errors	A skill that is not attempted, or attempted but not completed
<b>Rhythm</b>	Steady beat; 1 re-hit/re-start allowed	1-2 pauses 2 re-hits/ re-starts	3-4 pauses 3 re-hits/ re-starts	5 or more pauses Consistently uneven	A skill that is not attempted, or attempted but not completed
<b>Tempo</b>	Minimum or written tempo maintained (not below minimum)	Mild slowing or speeding up	Frequent slowing or speeding up	Slower than minimum tempo Inconsistent	A skill that is not attempted, or attempted but not completed
<b>Tone &amp; Touch</b>	Firm, Clean, legato tone; keys released on repeated notes of chords Hand carefully synchronized, good hand shape	1-2 instances of inconsistent tone or synchronization	Generally poor tone and lack of clean sound	Poor hand shape Legato needs improvement, Unsynchronized more than twice	A skill that is not attempted, or attempted but not completed
Category	Modulation		Transposition		
<b>Accuracy</b>	Followed correct Modulation structure		Played correctly in key of student's choice (1 Key)		
<b>Fingering</b>	Fingering choices are good and do not lead to stumbling		Fingering choices are good and do not lead to stumbling		
<b>Rhythm</b>	Tempo maintained through modulation		Steady tempo – no minimum tempo		
<b>Tempo</b>	Meter and good flow maintained		No significant pauses/re-starts		
<b>Tone &amp; Touch</b>	Firm and clean tone, showing confidence		Firm and clean tone, showing confidence		



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## AIM TECHNIQUE JUDGE GUIDELINES

<u>Level 1</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>5 minutes</b> HS or HT	<b>Ask for 2 scales:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chord progressions:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chords:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 arpeggios:</b> 1 major <u>and</u> 1 minor
<u>Level 2</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>5 minutes</b> HS or HT	<b>Ask for 2 scales:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chord progressions:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chords:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 arpeggios:</b> 1 major <u>and</u> 1 minor
<u>Level 3</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>7 minutes</b> HS or HT	<b>Ask for 2 scales:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chord progressions:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chords:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 arpeggios:</b> 1 major <u>and</u> 1 minor
<u>Level 4</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>7 minutes</b> HS or HT	<b>Ask for 2 scales:</b> 1 major <u>and</u> 1 minor (natural, harmonic or melodic)	<b>Ask for 2 chord progressions:</b> 1 major <u>and</u> 1 minor <b>Ask for 1 Transposition</b> 1 major <u>OR</u> 1 minor	<b>Ask for 2 chords:</b> major, minor, diminished <u>OR</u> augmented	<b>Ask for 2 arpeggios:</b> major, minor, diminished <u>OR</u> augmented
<u>Level 5</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>9 minutes</b> HS or HT	<b>Ask for 4 scales:</b> 1 major, 1 minor, Dorian mode, <u>and</u> chromatic	<b>Ask for 2 Resolutions:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chords:</b> Mm7 <sup>th</sup> <u>OR</u> dd7 <sup>th</sup> <b>Ask for 1 Qualities of 7<sup>th</sup> chords pattern</b> (given key) MM, Mm, mM, mm, dm, dd	<b>Ask for 2 arpeggios:</b> Mm7 <sup>th</sup> <u>OR</u> dd7 <sup>th</sup>
<u>Level 6</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>9 minutes</b> HS or HT	<b>Ask for 4 scales:</b> 1 major, 1 minor, Phrygian mode, <u>and</u> chromatic	<b>Ask for 2 chord progressions:</b> 1 major <u>and</u> 1 minor	<b>Ask for 2 chords:</b> Mm7 <sup>th</sup> <u>OR</u> dd7 <sup>th</sup> <b>Ask for 1 Qualities of 7<sup>th</sup> chords pattern</b> (given key) MM, Mm, mM, mm, dm, dd	<b>Ask for 2 arpeggios:</b> Mm7 <sup>th</sup> <u>OR</u> dd7 <sup>th</sup>
<u>Level 7, 8, 9</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>12 minutes</b> HT	<b>See chosen presentation:</b> <b>Ask for 3 scales:</b> 1 major, 1 minor <u>and</u> (Lydian, Mixolydian, Locrian) mode <u>OR</u> Blues	<b>See chosen presentation:</b> <b>Chord Progression:</b> 1 major <u>and</u> 1 minor <b>Modulation:</b> 1 major <u>and</u> 1 minor <b>Transposition:</b> 1 key	<b>See chosen presentation:</b> <b>Tonic 4-note chord:</b> 1 major <u>and</u> 1 minor <b>Dom 7<sup>th</sup>:</b> 2 chords <b>Dim 7<sup>th</sup>:</b> 2 chords	<b>See chosen presentation:</b> <b>Tonic 4-note arpeggio:</b> 1 major <u>and</u> 1 minor <b>Dom 7<sup>th</sup>:</b> 2 arpeggios <b>Dim 7<sup>th</sup>:</b> 2 arpeggios
<u>Level 10</u>	<u>Scales</u>	<u>Chord Progression</u>	<u>Chords</u>	<u>Arpeggios</u>
Time Limit <b>15 minutes</b> HT	<b>Ask for</b> <b>Parallel: (JC) (2 scales)</b> 1 major <u>and</u> 1 minor <b>Grand: (SC) (1 Scale)</b> 1 major <u>OR</u> 1 minor <b>Interval: (SC) (2 scales)</b> 6 <sup>th</sup> - major <u>OR</u> minor 3 <sup>rd</sup> /10 <sup>th</sup> - major <u>OR</u> minor	<b>Ask for</b> <b>Chord Progression: (JC)</b> 1 major <u>and</u> 1 minor <b>Modulation: (SC)</b> 1 major <u>OR</u> 1 minor <b>Transposition: (SC) 1 key</b>	<b>Ask for</b> <b>Tonic 4-note chord: (JC)</b> 1 major <u>and</u> 1 minor <b>Dom 7<sup>th</sup>: (SC) 1 chord</b> <b>Dim 7<sup>th</sup>: (JC) 1 chord</b>	<b>Ask for</b> <b>Tonic 4-note arpeggio: (JC)</b> 1 major <u>and</u> 1 minor <b>Dom 7<sup>th</sup>: (SC) 1 arpeggio</b> <b>Dim 7<sup>th</sup>: (JC) 1 arpeggio</b>



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**Modulation** Example for levels 7, 8, 9, and 10.

Modulation should be played in this form (Keys will vary with each level):

Major:

Original Key: I V7 I vi6

New Key: ii6 I6/4 V7 I

C major

C Major I V7 I vi6 I6/4 V7 I  
G Major ii6

Detailed description: A musical score for C major showing a sequence of chords: C Major (I), G7 (V7), C Major (I), F major (vi6), C6/4 (I6/4), G7 (V7), and C Major (I). The bass line consists of whole notes: C, G, C, F, C, G, C.

minor:

Original Key: i V7 i

New Key: iv6 i6/4 V7 i

C minor

C minor i V7 i iv6 i6/4 V7 i  
g minor: iv

Detailed description: A musical score for C minor showing a sequence of chords: C minor (i), G7 (V7), C minor (i), F minor (iv6), C6/4 (i6/4), G7 (V7), and C minor (i). The bass line consists of whole notes: C, G, C, F, C, G, C.

**Transposition** Example for levels 7, 8, 9, and 10.

**Level 7, 8, 9** - Transpose 4 measures of any hymn or 4-part choral style or a piece of equal or greater difficulty piece to 1 other key.

**Level 10** - Transpose 8 measures of any hymn or 4-part choral style or a piece of equal or greater difficulty piece to 1 other key.

Student should bring with them to the evaluation:

- 2 copies of student's chosen piece in the original key.
- 1 copy for the judge to reference.
- 1 copy for the student to play from.

Gently ♩ = 63 Nearer My God to Thee Hymn 100

Detailed description: Musical score for 'Nearer My God to Thee' in 4/4 time, marked 'Gently' with a tempo of 63. The score shows the first four measures of the piece, including the treble and bass staves.

Student must play from the original key and should look at the music even if it is memorized, although student will not be penalized for playing from memory. They can write finger numbers above the staff, intervals numbers in the middle of the staff and Roman numerals below the staff. They cannot write note names or add any accidentals.



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