



**AOBBA**

The Association of  
Brass Band Adjudicators

# Whit Friday

Adjudication for large  
numbers of entries



# Context

## **Whit Friday, Lydgate – 2022**

- Adjudication process: traditional – handwriting/presentation ‘heavy’, lots of elements (solo/section prizes), points
- Thoughts and concerns: consistency – ability to remember performances/standardise, focus being on written feedback

## **Whit Friday, Lydgate – 2023**

- Developments: how could I approach it differently – my experience of criteria-based assessment, Steven Mead
- Outcome: more consistent, fairer, focus on each performance

## **Whit Friday, Lydgate – 2024**

- Martin Heartfield



# Criteria

## Performance assessment criteria – Pearson (Edexcel) 2018

- Teachers must mark students' performances using the three assessment criteria grids to give a mark out of 24, with a further 6 marks available for the difficulty of the piece (totalling 30 marks per piece).
- **Performance assessment grid 1:** Technical control - Technique assesses the students' technical control of the instrument.
- **Performance assessment grid 2:** Expression and interpretation assesses the students' ability to communicate a musically convincing performance.
- **Performance assessment grid 3:** Technical control (accuracy) and expression and interpretation (fluency) assesses the students' ability to use technical control to play the piece accurately, and their ability to use expression and interpretation to play the piece fluently.



# Conclusion

- Not designed or intended as a ‘one size fits all’ approach to adjudication
- Created to meet the needs of a specific contest situation – adaptable and flexible

## **Food for thought...**

- Is it something people would consider using?
- Are there limitations/inclusivity concerns?
- Feedback/questions welcome!

