

MMEA All-State String Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10** full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 8** characteristic tone quality in most ranges, but distorts in some passages.
- 6** exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone).
- 4** has several flaws in basic production (i.e., consistently thin and unfocused sound).
- 2** demonstrates several technical deficiencies.

Intonation

- 10** accurate in all ranges and registers.
- 8** mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.
- 6** somewhat accurate, but includes out of tune notes. Student adjusts these problems with some success.
- 4** exhibits a basic sense of intonation, but has difficulty adjusting problem pitches.
- 2** not accurate and hinders the quality of performance.

Melodic Accuracy

- 10** all pitches and notes accurate.
- 8** all but one or two pitches and notes accurate.
- 6** all but three or four pitches and notes accurate.
- 4** more than four inaccurate pitches and notes.
- 2** inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Rhythmic Accuracy

- 10** accurate rhythms throughout.
- 8** nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6** many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4** many rhythmic patterns incorrect or inconsistent.
- 2** the majority of rhythmic patterns incorrect.

Tempo

- 10** accurate and consistent with the printed tempo marking(s)
- 8** approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6** different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4** inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2** is not accurate or consistent.

Total Solo

Technique

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

Left Hand

C S R

- demonstrates proper shifting techniques.
- demonstrates proper shifting use of vibrato.
- demonstrates proper left hand facility.

Right Hand

C S R

- demonstrates appropriate slurs as marked
- demonstrates appropriate execution of legato, staccato, marcato and spiccato articulation.
- demonstrates appropriate use of bow length and speed.
- Comments:*

Total Technique

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.
- performs with effective *bow management*, strokes that compliment the phrase structure.
- Comments:*

Total Musicianship

Subtotal of this page

MMEA All-State String, Scales and Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Sight Reading

(Check **ONE** box **ONLY** per category)

Tone

- 5 full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 4 characteristic tone quality in most ranges, but distorts in some passages.
- 3 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone).
- 2 has several flaws in basic production (i.e. consistently thin and unfocused sound).
- 1 demonstrates several technical deficiencies.

Intonation

- 5 accurate in all ranges and registers.
- 4 mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation.
- 3 somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success.
- 2 exhibits a basic sense of intonation, but has difficulty adjusting problem pitches.
- 1 not accurate and hinders the quality of performance.

Melodic Accuracy

- 5 all pitches and notes accurate.
- 4 all but one or two pitches and notes accurate.
- 3 all but three or four pitches and notes accurate.
- 2 more than four inaccurate pitches and notes.
- 1 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Rhythmic Accuracy

- 5 accurate rhythms throughout.
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 2 many rhythmic patterns incorrectly or inconsistently.
- 1 the majority of rhythmic patterns incorrectly.

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 1 not accurate or consistent.

Interpretation

- 5 the highest level of musicality including well-shaped phrases and dynamics.
- 4 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 3 a moderate level of musicality/expression within the performance.
- 2 only a limited amount of musicality/expression within the performance.
- 1 an absence of musical interpretation within the performance.

Comments:

Sight Reading

Technique/Articulation

(Check **ALL** that **APPLY**—worth **2 points each**)

- 2 consistent coordination between bow stroke and finger placement
- 2 accents as marked
- 2 slurs as marked
- 2 staccato articulations as marked
- 2 dynamics as marked

Comments:

Total Technique/Articulation

Scale Evaluation

*Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance (Check **ONE** box **ONLY** per scale requested.)

Major	Minor	
10 <input type="checkbox"/>	10 <input type="checkbox"/>	all pitches and notes accurate.
8 <input type="checkbox"/>	8 <input type="checkbox"/>	all but one or two pitches accurate.
6 <input type="checkbox"/>	6 <input type="checkbox"/>	all but three or four pitches accurate.
4 <input type="checkbox"/>	4 <input type="checkbox"/>	all but five or six pitches accurate.
2 <input type="checkbox"/>	2 <input type="checkbox"/>	missing more than six pitches.

* A missed note equals incorrect fingering or a severe shifting problem, which results in the sounding of a wrong pitch.

Comments:

Total Scale Evaluation

Technique

(Check **ALL** that **APPLY**—worth **1 point each**)

- 1 both of the major scales have the appropriate rhythmic pattern as required.
- 1 all scales in the appropriate octave(s) as required.
- 1 all scales have even and consistent pulse as the required tempo.
- 1 all scales have the appropriate intonation as the result of proper shifting technique.
- 1 all scales have a consistent, acceptable tone quality in all registers.

Comments:

Total Technique

Subtotal of this page

MMEA All-State Woodwinds/Brass Audition Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10** full, rich, and characteristic of the tone quality of the instrument in all ranges and registers
- 8** characteristic tone quality in most ranges, but distorts in some passages
- 6** some flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently)
- 4** several flaws in basic production (i.e., consistently thin and unfocused sound, forced, breath not used efficiently)
- 2** tone quality hinders the quality of performance

Intonation

- 10** accurate in all ranges and registers
- 8** mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation
- 6** somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success
- 4** exhibits a basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches
- 2** not accurate and hinders the quality of performance

Melodic Accuracy

- 10** the majority of pitches and notes accurate
- 8** most pitches and notes accurate
- 6** some inaccurate pitches and notes; has some difficulty with melodic precision
- 4** several inaccurate pitches and notes but displays basic understanding of melodic control
- 2** inaccurate pitches and notes throughout the performance (i.e., missing key signatures, accidentals)

Rhythmic Accuracy

- 10** accurate rhythms throughout
- 8** nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns
- 6** many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used)
- 4** many rhythmic patterns incorrect or inconsistent
- 2** the majority of rhythmic patterns incorrect

Tempo

- 10** accurate and consistent with the printed tempo marking(s)
- 8** approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance
- 6** different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent
- 4** inconsistent, (rushing, dragging, inaccurate tempo changes)
- 2** not accurate or consistent

Comments:

Total Solo Evaluation

Technique

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates appropriate *slurs* as marked
- demonstrates appropriate execution of the legato, staccato and marcato *articulation*
- performs with efficient air support
- performs in the extreme *upper register* of instrument with proper facility and control
- performs in the extreme *lower register* of instrument with proper facility and control

Comments:

Total Technique

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature
- performs with effective *breath management*, inhaling at times that compliment the phrase structure

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Woodwinds/Brass, Scales and Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Sight Reading

(Check **ONE** box **ONLY** per category)

Tone

- 5 full, rich, and characteristic of the tone quality of the instrument in all ranges and registers
- 4 characteristic tone quality in most ranges, but distorts in some passages
- 3 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone, breath not always used efficiently)
- 2 has several flaws in basic production (i.e., consistently thin and unfocused sound forced, breath not used efficiently)
- 1 tone quality hinders the quality of performance

Intonation

- 5 accurate in all ranges and registers
- 4 mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation
- 3 somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success
- 2 exhibits a basic sense of intonation, yet has significant problems; student makes no apparent attempt at adjustment of problem pitches
- 1 not accurate and hinders the quality of performance

Melodic Accuracy

- 5 all pitches and notes accurate
- 4 all but one or two pitches and notes accurate
- 3 all but three or four pitches and notes accurate
- 2 more than four inaccurate pitches and notes
- 1 inaccurate pitches and notes throughout the performance (i.e., missing key signatures, accidentals)

Rhythmic Accuracy

- 5 accurate rhythms throughout
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used)
- 2 many rhythmic patterns incorrectly or inconsistent
- 1 the majority of rhythmic patterns incorrect

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes)
- 1 is not accurate or consistent

Interpretation

- 5 the highest level of musicality including well shaped phrases and dynamics
- 4 high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression
- 3 moderate level of musicality/expression within the performance
- 2 only a limited amount of musicality/expression within the performance
- 1 an absence of musical interpretation within the performance

Total Sight Reading

Technique/Articulation

(Check **ALL** that **APPLY**—worth **2 points each**)

- 2 staccato and legato articulation as marked
- 2 appropriate slurs as marked
- 2 appropriate accents as marked
- 2 appropriate breath management
- 2 appropriate control of dynamics

Comments:

Total Technique/Articulation

Scale Evaluation

*Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance (Check the **ONE** box **ONLY** per scale requested.)

Major	Minor	Chromatic	
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	all pitches and notes accurate
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	all but one or two pitches accurate
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	all but three or four pitches accurate
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	all but five or six pitches accurate
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	missing more than six pitches

* A missed note equals incorrect.

Total Scale Evaluation

Technique

(Check **ALL** that **APPLY**—worth **1 point each**)

- 1 major and minor scales have the appropriate rhythmic pattern as required
- 1 the chromatic scale has the appropriate rhythmic pattern as required
- 1 all scales have even and consistent pulse at the required tempo
- 1 all scales have the appropriate articulation as required
- 1 all scales have a consistent, acceptable tone quality in all registers

Comments:

Total Technique

Subtotal of this page

MMEA All-State Timpani Solo Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10** accurate and consistent with the printed tempo marking(s)
- 8** approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6** different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4** inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2** not accurate or consistent.

Rhythmic Accuracy

- 10** accurate rhythms throughout.
- 8** nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6** many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4** many rhythmic patterns incorrect or inconsistent.
- 2** the majority of rhythmic patterns incorrect.

Comments:

Total Solo Evaluation

Intonation/Pitches

(Check **ALL** that APPLY—worth **2 points each**)

- 2** demonstrates the ability to tune a *specific drum* appropriately through the use of a reference pitch to the performance.
- 2** demonstrates accuracy of *intervallic* tuning between the instruments before beginning solo.
- 2** tunes the instrument *up* to the pitches needed through the increase of head tension, *prior to the performance*.
- 2** demonstrates the accuracy of changing and tuning pitches during the solo. (When applicable)
- 2** performs the correct notes and pitches as written, (i.e., strikes the correct drum for pitch required)

Comments:

Total Intonation

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates mallet selection appropriate for the proper tone and articulation of solo.
- performs evenness in rolls, sustaining sound with evenly spaced single strokes.
- performs proper sticking; appropriate use of left and right hand.
- strikes the proper area on all drums; providing a consistent tone quality.
- performs proper dampening; stopping sound effectively using appropriate finger positions

Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Mallet Solo Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Melodic Accuracy

- 10 the majority of pitches and notes are accurate.
- 8 most pitches and notes are accurate.
- 6 some inaccurate pitches and notes; has some difficulty with melodic precision.
- 4 several inaccurate pitches and notes but displays basic understanding of melodic control.
- 2 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 5 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 is not accurate or consistent.

Rhythmic Accuracy

- 10 accurate rhythms throughout.
 - 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
 - 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
 - 4 many rhythmic patterns incorrect or inconsistent.
 - 2 the majority of rhythmic patterns incorrect.
- Comments:

Total Solo Evaluation

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- performs with a clear differentiation between styles of articulation as marked.
- performs evenness in rolls, sustaining sound with evenly spaced single strokes.
- performs proper sticking; appropriate use of left and right hand.
- strikes the proper area on the instrument allowing for the most effective tone quality.
- uses the appropriate mallets (mallets are consistent with the style of the solo).

Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Snare Drum Solo Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent.

Rhythmic Accuracy

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 the majority of rhythmic patterns incorrect.

Comments:

Total Solo Evaluation

Fundamentals

(Check **ALL** that **APPLY** –worth **2 points each**)

- 2 uses an appropriate grip; (matched or traditional), Fingers are placed appropriately on the sticks to ensure for proper performance technique.
- 2 stick height is appropriate for the style and dynamics of music being performed.
- 2 varies the tone quality of the performance; appropriate for the style and dynamics of the music.
- 2 performs with proper sticking; appropriate use of left and right hand.
- 2 choice of sticks is appropriate for the style and character of performance.

Comments:

Total Fundamentals

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- performs with a clear differentiation between styles of articulation as marked.
- performs evenness in rolls, sustaining sound with evenly spaced single strokes.
- uses sticking patterns which are appropriate for the rudiment required.
- rudimental ornamentation does not effect the rhythmic integrity of the performance.
- performs rudimental passages at the appropriate dynamic as marked.

Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Percussion Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 1 not accurate or consistent.

Rhythmic Accuracy

- 5 accurate rhythms throughout.
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 2 many rhythmic patterns incorrect or inconsistent.
- 1 the majority of rhythmic patterns incorrect.

Interpretation

- 5 the highest level of musicality including well-shaped phrases and dynamics.
 - 4 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
 - 3 a moderate level of musicality/expression within the performance.
 - 2 only a limited amount of musicality/expression within the performance.
 - 1 an absence of musical interpretation within the performance.
- Comments:*

Total Solo Evaluation

Technique/Articulation

(Check **ALL** that **APPLY** –worth **1 point each**)

- 1 clear differentiation between styles of articulation as marked.
- 1 evenness in rolls, sustaining sound with evenly spaced single strokes.
- 1 appropriate accents as marked.
- 1 appropriate ornamentation as marked. (flams, drags, etc.)
- 1 appropriate length of notes as marked.

Comments:

Total Technique/Articulation

Tone

(Check **ALL** that **APPLY** –worth **1 point each**)

- 1 strikes the proper area on the instrument.
- 1 proper stroke. The manner in which the sound is produced is clear and controlled.
- 1 proper balance and strength between the left and right hand.
- 1 appropriate mallet choice (mallets are consistent with the style of the solo).
- 1 appropriate amount of tension in grip.

Comments:

Total Tone

Snare Drum Sight Readers Only

Only check **ONE** box in this category if it applies to the student's performance—worth **2 points**.

- 2 appropriate rudimental control.

Total Snare Drum

Timpani or Mallet Sight Readers Only

Only check **ONE** box in this category if it applies to the student's performance—worth **2 points**.

- 2 high degree of melodic accuracy.

Subtotal Timpani/Mallet

Subtotal of this page