

Evaluate the achievement of the musical ensemble. All parts of the ensemble, (Winds/Percussion) contribute to the success of the performance. Recognize the complexity of what is being performed and acknowledge how well it is performed.

Achievement of Musicianship

- Shaping
- Inflection
- Phrasing and musical nuance
- Expression
- Idiomatic interpretation
- Depth of the musical challenge
- Consideration of the totality of the environment
- Musical understanding

100

Sound /Tuning /Technique

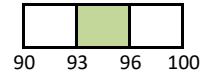
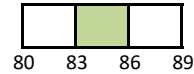
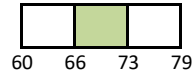
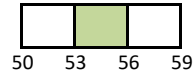
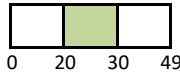
- Consistency of timbre and sonority
- Tuning of winds and percussion
- Breath support and embouchure
- Balance of winds and percussion
- Balance of winds to percussion
- Cohesiveness with respect to tempo
- Demonstration of articulation
- Ensemble Blend
- Quality of intonation

100

Judge: _____

Total Points

Signature: _____



Musicianship: The Ensemble

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- Demonstrate **musical shaping** and **inflection** and **musical nuance**
- Demonstrates quality **phrasing** in winds and percussion
- Presents **quality accentuation** in winds and percussion
- Presents **uniform accentuation** in winds and percussion
- Demonstrates **uniform dynamics** in winds and percussion
- Presents **appropriate style** for any chosen idiom
- Musicinship is not limited or affected by **enviromental challenges**
- Demonstrates a **range** of musical demands with quality and control
- Demonstrates **musical understanding** of the program

Very Comparable	Minor Differences
<i>1 to 2 percentage points</i>	<i>3 to 4 percentage points</i>
Definitive Differences	Significant Differences
<i>5 to 7 percentage points</i>	<i>8 and higher percentage points</i>
<i>Achievement is the end product of what the performers are given and how well they communicate those responsibilities</i>	

Sound/Tuning/Technique: The Ensemble

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- Demonstrates the quality and consistency of **ensemble sonority**
- Demonstrates consistency of **timbre**
- Demonstrates focused **phrasing** and **centered pitch**
- Presents **characteristic tone** in winds and percussion
- Presents **proper tuning** within/between winds/percussion
- Displays **control of tone** in winds/percussion and together
- Presents **proper balance** within/between sections
- Demonstrates control of **precision and tempo**
- Presents **rhythmic interpretation** within/among sections
- Works with **environmental challenges**

*Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components contributes to effect
The performers are measured in part through excellence but, more significantly, in their ability to communicate the product to the audience.*

Effectiveness of the Repertoire

- Coordination
- Pacing
- Concept
- Continuity
- Interpretation of the music
- Tension/Release
- Impact and Climaxes
- Aesthetic/Intellectual/Emotional Qualities
- Creativity and Originality

100

Effectiveness of the Performers

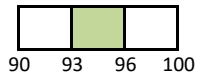
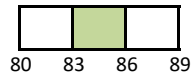
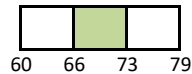
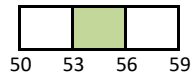
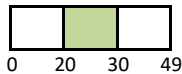
- Communication
- Emotional intensity
- Nuances
- Expressive effect
- Excellence as effect
- Professionalism

100

Judge: _____

Total Points

Signature: _____



The Repertoire

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- Displays effective **coordination among the musical elements**
- Display effective **coordination between the musical and visual components**
- Displays the **concept** clearly
- Creates effective **complement to the idiomatic style**
- Shows **creativity** and **originality** in the use of the components
- Offers consistent **pacing** through which the audience is engaged
- Displays effective presentation of **climaxes** and **impacts**
- Offers **aesthetic** and **intellectual** considerations resulting in entertainment
- Creates an opportunity for an **emotional response**
- Delivers a **variety** of effects

Very Comparable	Minor Differences
<i>1 to 2 percentage points</i>	<i>3 to 4 percentage points</i>
Definitive Differences	Significant Differences
<i>5 to 7 percentage points</i>	<i>8 and higher percentage points</i>
<i>Achievement is the end product of what the performers are given and how well they communicate those responsibilities</i>	

The Performers

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- Display an effective level of **communication** with the audience
- Offer a variety of **roles** and **identities**
- Maintain **shaping** and **contouring** of the program
- Display an **emotional intensity**
- Deliver a high level of **excellence** to contribute to the effect
- Offer an **understanding** of their **responsibilities**
- **Engage** the audience
- Deliver the **nuances** and **detail**
- Understand their role in projecting musical understanding of the program

Evaluate the skill of the writing team through the composing process. Evaluate the overall skill of the performers through their ACHIEVEMENT, which measures their ability to perform the responsibilities not only of the visual but also to perform the visual in combination with their musical responsibilities.

Composing Process

- Logical Development
- Quality use of the elements of design
- Clarity of emphasis
- Variety in design
- Use of stage, color and props in design
- Musical structure, phrasing, nuances
- Visual musicality

100

Achievement of Excellence and Technique

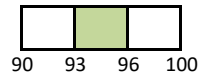
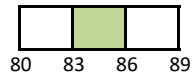
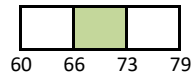
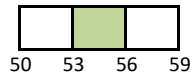
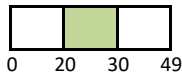
- Demonstration of ensemble training
- Technique for ensemble cohesiveness
- Clarity of form, body and equipment
- Precision through the ensemble
- Variety of responsibilities
- Challenge of responsibilities
- Response to the challenges of the music

100

Judge: _____

Total Points

Signature: _____



The Composing Process

Never
(Poor)
0-49

Rarely
(Fair)
50-59

Sometimes
(Good)
60-79

Frequently
(Excellent)
80-89

Consistently
(Superior)
90-100

- Displays an **integrated** and **unified** development
- Displays **quality of composition** in body and/or form and/or equipment
- Complements the **phrasing and the musical structure**
- Displays quality **elements of design**
- Demonstrates **creativity** or **originality** and/or **variety**
- Offers **detail and nuance** through expression and design
- Displays **emphasis** and/or **totality**
- Offers appropriate **challenge** to the performers
- Displays the auxiliary in a **complimentary** and **integrated** manner

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The Performers

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(Poor)
0-49

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(Fair)
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(Good)
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Frequently
(Excellent)
80-89

Consistently
(Superior)
90-100

- Display overall achievement in **form** and/or **body** and/or **equipment**
- Offer a variety of **challenges**
- Display a **compatibility between their challenges and achievement**
- Deliver an achievement of **expressive opportunities**
- Offer an understanding that they are **well trained**
- Display **precision** as part of their achievement
- Show a **range of achievement of skills** in the auxiliary
- Achieve **recovery**

Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components contributes to effect. The performers are measured in part through excellence but, more significantly, in their ability to communicate the product to the audience.

Effectiveness of the Repertoire

- Coordination
- Pacing
- Concept
- Continuity
- Interpretation of the music
- Tension/Release
- Impact and Climaxes
- Aesthetic/Intellectual/Emotional Qualities
- Creativity and Originality

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Effectiveness of the Performers

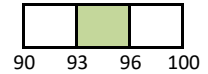
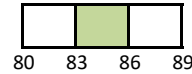
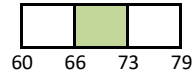
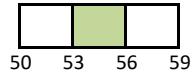
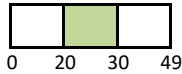
- Communication
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100

Judge: _____

Total Points

Signature: _____



The Repertoire

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- Displays effective **coordination** among the visual elements and the music
- Displays the **concept** clearly
- Creates effective **interpretation** through **body** and/or **form** and/or **equipment**
- Shows **creativity** and **originality** in the use of the components
- Offers consistent **pacing** through which the audience is engaged
- Displays effective **staging**
- Offers **aesthetic** and **intellectual** considerations resulting in entertainment
- Creates an opportunity for an **emotional response**
- Delivers a **variety** of effects

Very Comparable	Minor Differences
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The Performers

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- Display an effective level of **communication** with the audience
- Offer a variety of **roles** and **identities**
- Display an **emotional intensity**
- Deliver a high level of **excellence** to contribute to the effect
- Offer an **understanding of their responsibilities**
- **Engage** the audience
- Deliver **detail** and **nuance**
- Understand their role in projecting an **understanding** of the program.

Credit the orchestration and content of the program with respect to the various combination and isolations of form, body, and equipment. Reward the excellence with which the program is achieved through an equal consideration of the content, or vocabulary, and the performance.

Program Content: Overall Vocabulary

- Use of Form, Body, and Equipment
- Use of Expressive Components of Space, Time, Weight, and Flow
- Variety
- Visual Musicality
- Staging
- Integration
- Totality and Unity
- Use within the Overall Design Process
- Clarity of Emphasis
- Musical Structure, Phrasing, and Nuances

100

Achievement Through Form, Body, and Equipment

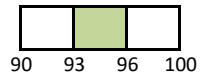
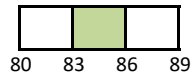
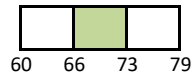
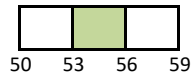
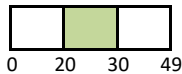
- Demonstration of Training
- Compatibility
- Clarity of Form, Body, and Equipment
- Precision
- Variety of Responsibilities
- Clarity of Style and Technique
- Considerations of the Overall Environment
- General Expressive and Technical Skills

100

Judge: _____

Total Points

Signature: _____



Content: The Color Guard

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- Displays **visual musicality** through the form, body, and equipment
- Was **integrated** into the form in a complementary manner
- Was an **integral part** of the overall design process
- Displays **variety** and **depth** in form, body, and equipment
- Develops a **layering** among form, body, and equipment
- Displays a **range** and **quality** of expression in space, time, weight, and flow
- Shows **detail** and **nuance** in the overall content
- Displays **unity/totality**
- Provides a display of **challenges** to the performers
- Displays **creativity/invention**
- Has **quality staging**

Very Comparable	Minor Differences
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Achievement: The Color Guard

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- Displays consistent **compatibility** between the performers and their responsibilities
- Shows a consistent **achievement** of all responsibilities and the ability to recover
- Displays **expressive opportunities** through form, body, and equipment
- Demonstrates **articulation** and **precision** with respect to time and position
- Demonstrates **training** effortlessly in dealing with form, body, and equipment
- Offers success in dealing with **roles** and **overall identity**
- Demonstrates an **understanding** of responsibilities
- Demonstrates an overall achievement of **technique(s)/styles**

The basis for analyzing an ensemble's performance is the demonstration of percussion excellence displayed by the members of the ensemble, both collectively and individually. The ensemble's level of performance achievement (excellence) should be based upon the musical, rhythmic, and physical demands placed on performers.

Composition

- Orchestration
- Elements of Design (Melody, Harmony, Rhythm, Dynamics)
- Range of Content
- Variety
- Continuity
- Clarity of Intent
- Simultaneous Responsibility

100

Performance Quality

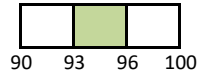
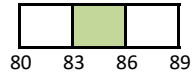
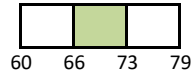
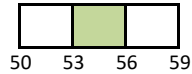
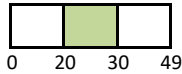
- Sound Production
- Musicianship
- Rhythmic Clarity
- Uniformity
- Ensemble Cohesiveness

100

Judge: _____

Total Points

Signature: _____



Composition: Marching Percussion Ensemble

<u>Never</u> <i>(Poor)</i> 0-49	<u>Rarely</u> <i>(Fair)</i> 50-59	<u>Sometimes</u> <i>(Good)</i> 60-79	<u>Frequently</u> <i>(Excellent)</i> 80-89	<u>Consistently</u> <i>(Superior)</i> 90-100
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- **Orchestration:** The thoughtful and thorough planning used to convey musical ideas.
- **Elements of Design:** The use of melody, harmony, rhythm, and dynamics within the program.
- **Range of Content:** The scope of the musical and technical repertoire and vocabulary utilized in the program.
- **Variety:** The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.
- **Continuity:** The successful combination of all elements used to present a unified flow and form of musical ideas.
- **Clarity of intent:** Thee presentation of compositional elements in a clear and consise manner.
- **Simultaneous Responsibility:** The layering of responsibilities placed up on the performers.

Very Comparable	Minor Differences
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Definitive Differences	Significant Differences
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Achievement: Marching Percussion Ensemble

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- **Sound Production:** The ability of the performers to clearly present the composition through balance, blend, and quality of sound.
- **Musicianship:** The ability of the performers to convey compositional intent and expressive qualities.
- **Rhythmic Clarity:** The ability of the performers to accurately present rhythmic content.
- **Uniformity:** The consistent presentation of technique, phrasing, and quality of sound from player to player.
- **Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.