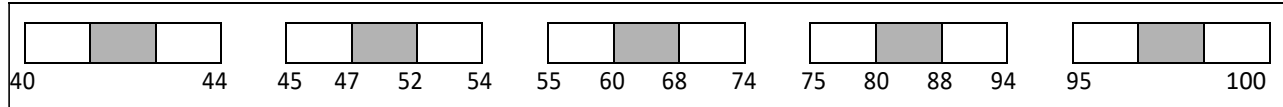


1 General Effect VISUAL

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 the effect. The performers are measured partly through excellence and, more significantly, in their ability to communicate the product to the audience.

<u>Effectiveness of the Repertoire</u>		
♪ Coordination		
♪ Pacing		
♪ Concept		
♪ Interpretation of the music		
♪ Tension & Release		
♪ Impact & Climaxes		
♪ Aesthetic elements		
♪ Intellectual & Emotional Appeal		
♪ Creativity & Originality		
		100
<u>Effectiveness of the Performers</u>		
♪ Communication		
♪ Emotional intensity		
♪ Nuances		
♪ Expressive effect		
♪ Excellence as effect		
		100
JUDGE: _____	MAXIMUM TOTAL: 200	200

1 General Effect *VISUAL*



The Repertoire

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Displays effective coordination among the visual elements
- Displays effective coordination between the musical and visual components
- 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 of elements and timing of effects
- Offers aesthetic and intellectual considerations
- Creates an emotional value for the audience
- Delivers a variety of effects

The level of reward is achieved by weighing all factors of effect

The Performers

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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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
- Help engage the audience

2 General Effect *MUSIC*

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 the effect. The performers are measured partly through excellence and, more significantly, in their ability to communicate the product to the audience.

Effectiveness of the Repertoire

- ♪ Coordination
- ♪ Pacing
- ♪ Concept
- ♪ Tension & Release
- ♪ Impact & Climaxes
- ♪ Aesthetic elements
- ♪ Intellectual & Emotional Appeal
- ♪ Creativity & Originality

100

Effectiveness of the Performers

- ♪ Communication
- ♪ Emotional intensity
- ♪ Nuances
- ♪ Expressive effect
- ♪ Excellence as effect
- ♪ Musicianship as effect

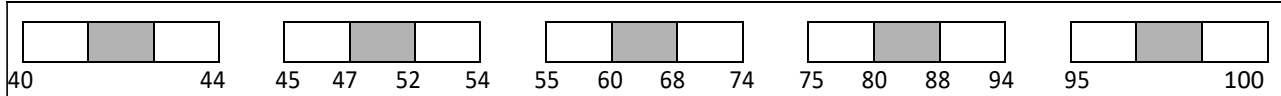
100

JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

2 General Effect *MUSIC*



The Repertoire

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Displays effective coordination among the musical elements
- Displays effective coordination between the musical and visual components
- Displays the concept clearly
- Creates effective complement to the idiomatic style of the entire program
- 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
- Creates an emotional value for the audience
- Delivers a variety of effects

The level of reward is achieved by weighing all factors of effect

The Performers

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display an effective level of communication with the audience
- Display an emotional intensity
- Deliver a high level of excellence to contribute to the effect
- Offer an understanding of their responsibilities
- Help engage the audience
- Maintain the shaping and contouring of the program
- Deliver the nuances and detail

3 Ensemble VISUAL

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 over time
- ♪ Depth and layering over time
- ♪ Totality and unity
- ♪ Variety in design
- ♪ Use of stage, color and props in design
- ♪ Clarity of emphasis
- ♪ Musical structure, phrasing and nuances

100

Achievement

- ♪ Demonstration of ensemble training
- ♪ Technique for ensemble cohesiveness
- ♪ Clarity of form, body and movement
- ♪ Precision through the ensemble
- ♪ Variety of responsibilities
- ♪ Challenge of responsibilities

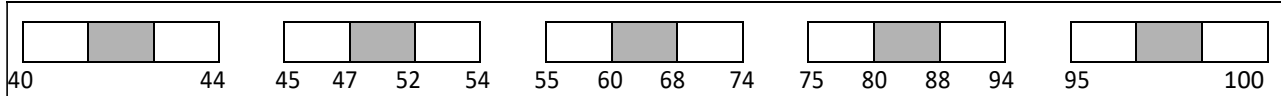
100

JUDGE: _____

MAXIMUM
TOTAL: 200

200

3 Ensemble VISUAL



The Composing Process

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Displays an integrated and unified development
- Displays quality of composition in body and/or form and/or equipment
- Displays the phrasing and the musical structure
- Creates a display of elements of design
- Offers detail and nuance through expression and design
- Displays emphasis and/or totality
- Offers a variety of challenges to the performers
- Displays any auxiliary in a complimentary and integrated manner

The level of reward is achieved by weighing all factors of ensemble visual

Achievement: The Ensemble

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display an effective level of ensemble training.
- Display an effective level of technique
- Offers clarity and preciseness of form, body and movement
- Offers a variety of responsibilities
- Offers a range of challenges to the performers

4 Ensemble MUSIC

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
- ♪ Expression
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge
- ♪ Consideration of the totality of the environment

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
- ♪ Consideration of the totality of the environment

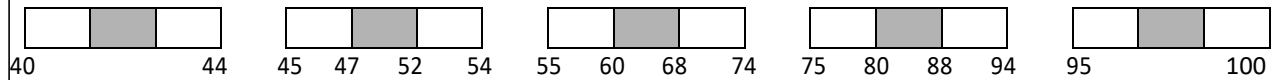
100

JUDGE: _____

MAXIMUM
TOTAL: **200**

200

4 Ensemble *MUSIC*



Musicianship: The Ensemble

<p><u>RARELY</u> <i>(Poor)</i> 40 – 44</p>	<p><u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54</p>	<p><u>SOMETIMES</u> <i>(Good)</i> 55 – 74</p>	<p><u>USUALLY</u> <i>(Excellent)</i> 75 – 94</p>	<p><u>ALWAYS</u> <i>(Superior)</i> 95 – 100</p>
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- 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
- Musicianship is not limited or affected by environmental challenges
- Demonstrates a range of musical demands with quality and control

The level of reward is achieved by weighing all factors of ensemble musicianship

Sound / Tuning / Technique: The Ensemble

<p><u>RARELY</u> <i>(Poor)</i> 40 – 44</p>	<p><u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54</p>	<p><u>SOMETIMES</u> <i>(Good)</i> 55 – 74</p>	<p><u>USUALLY</u> <i>(Excellent)</i> 75 – 94</p>	<p><u>ALWAYS</u> <i>(Superior)</i> 95 – 100</p>
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- Demonstrates focused phrasing and centered pitch
- Presents characteristic tone in winds and percussion
- Presents proper tuning within/between winds and percussion
- Displays control of tone in winds and percussion
- Presents proper balance within/between sections
- Demonstrates control of precision and tempo
- Presents rhythmic interpretation within/among sections
- Works with environmental challenges

5 Individual VISUAL

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.

Technique & Training

- ♪ Demonstration of fundamentals of chosen technique
- ♪ Individual alignment and intended variations
- ♪ Qualities and variations of effort among individuals
- ♪ Demonstration of principles of balance, posture, weight shifts, etc.
- ♪ Poise, confidence and recovery
- ♪ Variations among equipment/instrument(s)
- ♪ Demonstration of control of challenges in meter and velocity

100

Achievement

- ♪ Variety of responsibilities
- ♪ Challenge(s) of the visual repertoire
- ♪ Timing of feet and choreography
- ♪ Overall control of form and music
- ♪ Spacing and alignment of form in small segments
- ♪ Precision with respect to the challenge(s)

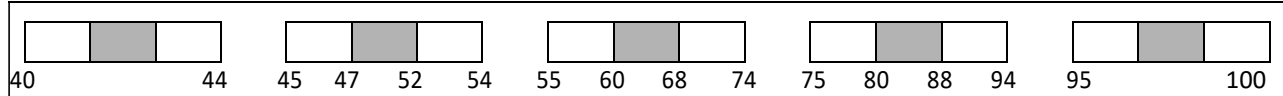
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JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

5 Individual VISUAL



Technique & Training: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display clearly defined and refined styles of movement
- Display carefully defined footwork for any and all situations
- Display a variety of visual challenges
- Create a defined display of general principles of movement
- Show clearly defined expressive qualities
- Offer poise and assuredness with an understanding of recovery
- Display an understanding of training
- Offer clearly defined technique and training through auxiliary equipment
- Display an understanding of their overall environment of performance

The level of reward is achieved by weighing all individual factors

















Achievement: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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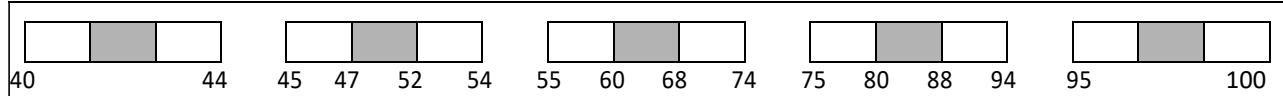
- Display achievement in space and line
- Offer a clarity of articulation in any auxiliary equipment
- Display control over visual responsibilities
- Deliver a high level of precision
- Offer an understanding of their responsibilities
- Control the musical challenge(s) that are simultaneously occurring

6 Individual *MUSIC*

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.

<u>Achievement of Musicianship</u>		
 Shaping		
 Inflection		
 Phrasing		
 Expression		
 Idiomatic interpretation		
 Depth of the musical challenge(s)		
 Consideration of the total environment		
		100
<u>Method & Timing</u>		
 Note accuracy and tuning		
 Attacks and releases		
 Uniformity of articulation		
 Enunciation		
 Tongue and stick/mallet control		
 Arm and wrist techniques for percussionists		
 Control of tempo and pulse		
 Depth of the physical challenges		
 Depth of the environmental challenges		
		100
JUDGE: _____	MAXIMUM TOTAL: 200	200

6 Individual *MUSIC*



Musicianship: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrate quality phrasing and expression
- Demonstrate a variety of dynamics with quality and control
- Demonstrate uniform idiomatic interpretation
- Demonstrate the subtleties and nuances of the music
- Demonstrate musical challenges within their environment
- Demonstrate a range of musical demands with quality and control
- Demonstrate phrases uniformly with expression from beginning to end
- Demonstrate techniques characteristic of high quality playing

The level of reward is achieved by weighing the achievement of all musicians

Method & Timing: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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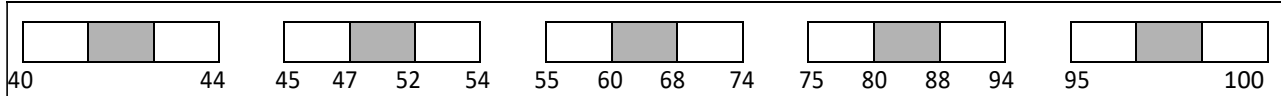
- Demonstrate proper articulation
- Demonstrate dexterity with control where applicable
- Demonstrate a control of rhythm and tempo
- Demonstrate achievement in attacks and releases
- Demonstrate quality and control of airflow
- Demonstrate pitch that is focused and centered individually and in small groups
- Demonstrate characteristic tone individually and in small groups

7 Auxiliary

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

<p><u>Program Content & Vocabulary</u></p> <ul style="list-style-type: none"> ♪ Use of form, body and equipment ♪ Use of expressive components of space, time, weight and flow ♪ Variety of movement ♪ Visual musicality ♪ Staging and spacing ♪ Integration with winds and percussion ♪ Use of the auxiliary within the overall design ♪ Totality and unity ♪ Clarity of emphasis ♪ Musical structure, phrasing and nuances 		100
<p><u>Achievement through form, body and equipment</u></p> <ul style="list-style-type: none"> ♪ Demonstration of training ♪ Compatibility ♪ Clarity of form, body and equipment ♪ Accuracy and precision ♪ Variety of responsibilities ♪ Clarity of style and technique ♪ Considerations of the overall environment ♪ General expressive and technical skills 		100
JUDGE:	MAXIMUM TOTAL: 200	200

7 Auxiliary



Content & Vocabulary: The Auxiliary

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display visual musicality through form, body and equipment
- Display depth, variety and layering in form, body and equipment
- Display a range of quality expression in space, time, weight, and flow
- Display a variety of challenges among the performers
- Display an understanding of unity and totality
- Show detail and nuance in the overall content
- Is an integral part of the overall design and the design process
- Display creativity and invention
- Display quality staging

The level of reward is achieved by weighing the achievement of all musicians

Achievement: The Auxiliary

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display a consistent compatibility between the performers and their responsibilities
- Show a consistent achievement of all responsibilities and the ability to recover
- Deliver an achievement of expressive opportunities through form, body and equipment
- Demonstrate articulation and precision with respect to time and position
- Demonstrate training effortlessly in dealing with form, body and equipment
- Offer success in dealing with roles and overall identity
- Demonstrate an understanding of responsibilities
- Demonstrate an overall achievement of technique(s) and style(s)

8A

Individual PERCUSSION

Prelims / Field

Reward the training, skills and achievements of the battery and front ensemble. Recognize the quality of musicianship and variety of techniques. Provide a representative sampling and evaluation of the performance while considering A) the depth of musical, environmental and physical challenges, and B) the degree of simultaneous responsibilities.

Achievement of Musicianship

- ♪ Shaping
- ♪ Phrasing
- ♪ Expression
- ♪ Tuning
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge(s)
- ♪ Consideration of the total environment
- ♪ Communication within and among sections

100

Quality of Technique

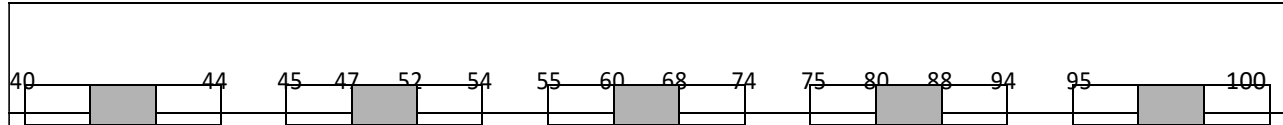
- ♪ Timing and rhythmic accuracy
- ♪ Clarity and uniformity of articulation
- ♪ Consistency of timbre, blend and balance
- ♪ Stick and mallet control
- ♪ Technical proficiency
- ♪ Note accuracy (for keyboards and other pitched instruments)
- ♪ Appropriate/effective arm and wrist techniques
- ♪ Control of tempo and pulse
- ♪ Depth of the musical and physical challenges
- ♪ Depth of the environmental challenges

100

JUDGE:	MAXIMUM TOTAL: 200	200
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8A

Individual *PERCUSSION Prelims / Field*



Musicianship: The Individual Percussionists

<u>RARELY</u> (Poor) 40 – 44	<u>INFREQUENTLY</u> (Fair) 45 – 54	<u>SOMETIMES</u> (Good) 55 – 74	<u>USUALLY</u> (Excellent) 75 – 94	<u>ALWAYS</u> (Superior) 95 – 100
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- Communicate clear, meaningful and expressive musical passages with a sense of role and purpose
- Demonstrate consistent shape and direction in unified musical ideas
- Communicate intended style tastefully and accurately
- Communicate intended idiom clearly
- Demonstrate consistent quality tuning throughout the section

The level of reward is achieved by weighing the achievement of all individuals

Quality of Technique: The Individual Percussionists

<u>RARELY</u> (Poor) 40 – 44	<u>INFREQUENTLY</u> (Fair) 45 – 54	<u>SOMETIMES</u> (Good) 55 – 74	<u>USUALLY</u> (Excellent) 75 – 94	<u>ALWAYS</u> (Superior) 95 – 100
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- Demonstrate control of timing and rhythm
- Display consistent tempo control
- Display clarity of articulation
- Demonstrate consistency of timbre, blend and balance
- Demonstrate an awareness of all responsibilities
- Achieve musical/physical demands requiring ability and skill throughout the program
- Demonstrate a variety of musical techniques with quality and control
- Demonstrate control of pitch by timpanist(s)
- Display proficiency and uniformity of technique(s)

8B

Ensemble *PERCUSSION* Finals/Press Box

Reward the training, skills and achievements of the battery and front ensemble. Recognize the quality of musicianship and variety of techniques. Provide a representative sampling and evaluation of the performance while considering A) the depth of musical, environmental and physical challenges, and B) the degree of simultaneous responsibilities.

Achievement of Musicianship

- ♪ Shaping
- ♪ Phrasing
- ♪ Expression
- ♪ Tuning
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge(s)
- ♪ Consideration of the total environment
- ♪ Communication within and among sections

100

Quality of Technique

- ♪ Timing and rhythmic accuracy
- ♪ Clarity and uniformity of articulation
- ♪ Consistency of timbre, blend and balance
- ♪ Ensemble cohesiveness
- ♪ Note accuracy (for keyboards and other pitched instruments)
- ♪ Control of tempo and pulse
- ♪ Depth of the musical and physical challenges
- ♪ Depth of the environmental challenges

100

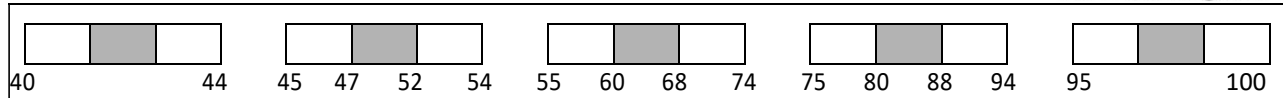
JUDGE: _____

MAXIMUM
TOTAL: **200**

200

8B

Ensemble *PERCUSSION* Finals / Press Box



Musicianship: The Percussion Ensemble

<p><u>RARELY</u> <i>(Poor)</i> 40 – 44</p>	<p><u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54</p>	<p><u>SOMETIMES</u> <i>(Good)</i> 55 – 74</p>	<p><u>USUALLY</u> <i>(Excellent)</i> 75 – 94</p>	<p><u>ALWAYS</u> <i>(Superior)</i> 95 – 100</p>
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- Communicate clear, meaningful and expressive musical passages with a sense of role and purpose
- Demonstrate consistent quality and sonority in unified musical ideas
- Communicate intended style tastefully and accurately
- Communicate intended idiom clearly
- Demonstrate characteristic timbre and quality of sound throughout the section
- Demonstrate musicality and the subtleties of expression and interpretation

The level of reward is achieved by weighing the achievement of the ensemble as a whole

Quality of Technique: The Percussion Ensemble

<p><u>RARELY</u> <i>(Poor)</i> 40 – 44</p>	<p><u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54</p>	<p><u>SOMETIMES</u> <i>(Good)</i> 55 – 74</p>	<p><u>USUALLY</u> <i>(Excellent)</i> 75 – 94</p>	<p><u>ALWAYS</u> <i>(Superior)</i> 95 – 100</p>
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- Demonstrate control of timing and rhythm
- Display consistent tempo control
- Display clarity of articulation
- Demonstrate consistency of timbre, blend and balance
- Demonstrate an awareness of all responsibilities
- Achieve musical/physical demands requiring ability and skill throughout the program
- Demonstrate a variety of musical techniques with quality and control
- Demonstrate control of timing and rhythm
- Display proficiency and uniformity of technique(s)