

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.

Effectiveness of the Repertoire

- Coordination of all visual elements
- Pacing – shaping, contouring over time, impacts, resolutions, etc.
- Concept – Production Value that supports the concept
- Visual Musicality – interpretation through form, body, equipment
- Variety of effects - Aesthetic, Intellectual and Emotional
- Creativity and Originality

100

Effectiveness of the Performance

- Communication of roles, characters, theatrics, storytelling, etc.
- Communication of the concept – expression, emotion, understanding
- Demonstrate excellence to enhance the program
- Ability to provide sustained mood – audience engagement

100

Judge:

Maximum Total: 200

Total Score: /200

1 General Effect *Visual*

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

The Repertoire

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 Performance

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Display an effective level of communication with the audience
- Communication of the variety of roles and identities
- Display an emotional awareness
- 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

- Communication of musical intent
- Audio / Visual coordination and interpretation
- Variety of musical effects
- Creativity & Originality
- Nuance, Artistry and Expression
- Coordination of all the musical elements
- Pacing and development

100

Effectiveness of the Performance

- Communication of the musical intent (expression, emotion, etc.)
- Provide sustained mood – audience engagement
- Demonstrate excellence to enhance the program
- Demonstrate artistic technique and musicianship to create an effective musical program

100

Judge:

Maximum Total: 200

Total Score: /200

2 General Effect Music

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

The Repertoire

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 Performance

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Display an effective level of communication with the audience
- Display an emotional awareness
- 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.

Composition

- Logical development that supports the unified plan
- Depth and breadth – includes simultaneous and environmental challenges
- Totality and unity – integration of all elements
- Variety in design which includes staging, color, sets, etc.
- Clarity of emphasis - focus
- Visual Musicality – reflection of the audio, placement of voices
- Detail and nuance through form, body and equipment

100

Achievement

- Demonstration of ensemble training – space, line, timing, orientation, etc.
- Demonstration of concentration, stamina, and recovery
- Clarity of form, body and movement
- Precision through the ensemble
- Adherence to style, role, character, technique

100

Judge:

Maximum Total: 200

Total Score: /200

3 Ensemble Visual

| | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 40 | 44 | 45 | 47 | 52 | 54 | 55 | 60 | 68 | 74 | 75 | 80 | 88 | 94 | 95 | 100 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

The Composing Process

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Displays an integrated and unified development
 - Displays quality of composition in body and/or form and/or equipment
 - Displays the phrasing and a connection to the musical structure
 - Creates a display of elements of design
 - Offers detail and nuance through expression and design
 - Displays emphasis and/or totality - focus
 - Offers a variety of challenges to the performers
 - Displays color guard in a complimentary and integrated manner
- The level of reward is achieved by weighing all factors of ensemble visual**

Achievement: The Ensemble

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Display an effective level of ensemble training.
- Display an effective level of technique
- Offers clarity and preciseness of form, body and movement
- Offers clarity in a variety of responsibilities
- Offers a clarity in the range of challenges to the performers
- Understanding of the roles, characterization and style

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.

Composition

- Shaping
- Inflection
- Phrasing
- Expression
- Idiomatic interpretation
- Depth of the musical challenge – including simultaneous responsibilities
- Consideration of the totality of the environment

100

Achievement

- Consistency of timbre and sonority
- Tuning of winds and percussion
- Unified approach to instrumental technique that produces ensemble sound
- Balance of winds / percussion
- Cohesiveness with respect to tempo
- Consistency of articulation – vertical alignment of the full ensemble
- Consideration of the total environment – simultaneous responsibilities

100

Judge:

Maximum Total: 200

Total Score: /200

4 Ensemble Music

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

Musicianship: Composition

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 choices with quality and control

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

Technique: Achievement

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Presents focused phrasing
- 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 and simultaneous responsibilities

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.

Range of Technique (content)

- Demonstration of fundamentals of chosen technique
- Individual alignment and intended variations
- Qualities of efforts among individuals (space, weight, time, flow)
- 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 and articulation of all choreography
- Overall control of form and music
- Spacing and alignment of form in small segments
- Precision with respect to the challenge(s)

100

Judge:

Maximum Total: 200

Total Score: /200

5 Individual Visual

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

Technique (content): The Individuals

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 of space, weight, time and flow
- Offer poise and assuredness with an understanding of recovery
- 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 factors of individual factors

Achievement: The Individuals

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 musical, but also to perform the visual in combination with their musical responsibilities from a variety of locations

Musicianship (content)

- Shaping, inflection, phrasing
- Expression – sound and tone in a variety of ranges and dynamic levels
- Idiomatic interpretation
- Depth of the musical challenge(s)
- Consideration of the total environment and simultaneous responsibilities
- Depth of the physical challenges

100

Accuracy / technique (achievement)

- Timing, note accuracy and tuning
- Tuning and intonation control
- Uniformity of articulations and releases
- Control of tempo and pulse
- Clarity of the environmental and simultaneous responsibilities
- Tone quality/characteristic sound

100

Judge:

Maximum Total: 200

Total Score: /200

6 Individual Music

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

Musicianship: The Individuals (content)

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Provides quality phrasing and expression
- Variety of dynamics with quality and control
- Uniform idiomatic interpretation exists
- Extent of the Subtleties and nuances of the music
- Musical challenges alone and within the environment
- Provides variety of phrases uniformly with expression

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

Accuracy & Technique: The Individuals (achievement)

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- Demonstrate proper articulation
- Demonstrate dexterity with control where applicable
- Control of rhythm and tempo
- Demonstrate achievement in attacks and releases
- Demonstrate quality and control of airflow
- Displays pitch that is focused and centered individually and in small groups
- Demonstrate characteristic tone individually and in small groups

7 Color Guard

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.

Program Content & Vocabulary

- Variety of form, body and equipment
- Use of expressive components of space, time, weight and flow
- Staging and spacing variety
- Integration with winds and percussion
- Use of the color guard within the overall design
- Totality and unity
- Visual Musicality - phrasing, nuances, support

100

Achievement through form, body and equipment

- Demonstration and compatibility of training
- Clarity of form, body and equipment
- Accuracy and precision
- Clarity of style and technique
- Considerations of the overall environment
- General expressive and technical skills

100

Judge:

Maximum Total: 200

Total Score: /200

7 Color Guard

| | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 40 | 44 | 45 | 47 | 52 | 54 | 55 | 60 | 68 | 74 | 75 | 80 | 88 | 94 | 95 | 100 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

Content & Vocabulary

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 IN THE INDIVIDUAL AND/OR SECTIONS. Provide a representative sampling and evaluation of the performance while considering the depth of musical, environmental / physical challenges, and the degree of simultaneous responsibilities.

Composition / Musicianship

- Quality of technique characteristic to each of the percussion voices
- Quality of sound and tone production in a variety of pitch ranges, dynamic levels, and idioms
- Quality of idiomatic style, phrasing, and expression
- Depth and variety of percussion scoring and orchestration over time
- Consideration of any simultaneous or environmental challenges
- Communication within and among sections

100

Achievement

- Articulation and attacks/releases with clarity, precision, and uniformity
- Rhythm accuracy, pulse control, and technical skills demonstrated in each tempo
- Balance and timing control exhibited during any and all environmental challenges
- Balance and timing control exhibited with varying sound centers or instrument distributions
- Control of balance between winds and percussion
- Control of balance within percussion voices
- Vertical alignment throughout the entirety of repertoire and within all phrases

100

Judge:

Maximum Total: 200

Total Score: /200



8a Individual Percussion (Prelims/Field)

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

Musicianship (content)

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 the ensemble as a whole

Achievement: The Individual Percussionists

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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 the depth of musical, environmental and the degree of simultaneous responsibilities OF THE FULL PERCUSSION AND WIND ENSEMBLE INCLUDING PERCUSSION SOUND REINFORCEMENT.

Composition / Musicianship

- Variety of shaping, sound, and tone
- Depth of percussion scoring – phrasing, expression, tuning, etc.
- Idiomatic interpretation
- Depth of the musical challenge(s)
- Consideration of the total environment
- Communication within and among sections

100

Achievement

- 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
- Control of the musical, physical and environmental challenges

100

Judge:

Maximum Total: 200

Total Score: /200

8b Ensemble Percussion (Finals/Press box)

40 44 45 47 52 54 55 60 68 74 75 80 88 94 95 100

Composition Musicianship (content): The Percussion Ensemble

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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

Achievement: The Percussion Ensemble

| | | | | |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Rarely (poor) 40 - 44 | Infrequently (fair) 45 - 54 | Sometimes (good) 55 - 74 | Usually (excellent) 75 - 94 | Always (superior) 95 - 100 |
|-----------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|

- 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)