

2018 TIA PERCUSSION SHEETS

MARCHING PERCUSSION

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Music – Regional A

Marching Percussion

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 the performers.

COMPOSITION

100 Points

Regional A Developing	Who had the greater understanding/achievement as it relates to...					
	<p>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: The presentation of compositional elements in a clear and concise manner. Simultaneous Responsibility: The layering of responsibilities placed upon the performers.</p>					

	Box 1	Box 2	Box 3	Box 4	Box 5	
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100	
Learning Steps	Experience	Discover	Knows	Understand	Apply	

PERFORMANCE

100 Points

Regional A Developing	Who had the greater understanding/achievement as it relates to...					
	<p>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.</p>					

SUB CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points

Music – A/Open/World

Marching Percussion

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 the performers.

COMPOSITION

100 Points

A Class Basic Concepts Open Class Intermediate Concepts World Class Advanced Concepts	Who had the greater understanding/achievement as it relates to...				
	<p>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: The presentation of compositional elements in a clear and concise manner. Simultaneous Responsibility: The layering of responsibilities placed upon the performers.</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

PERFORMANCE

100 Points

A Class Basic Skills Open Class Intermediate Skills World Class Advanced Skills	Who had the greater understanding/achievement as it relates to...			
	<p>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.</p>			
SUB CAPTION SPREADS				
Very Comparable		Minor Differences		Definitive Differences
1 to 2 percentage points		3 to 4 percentage points		5 to 7 percentage points
			Significant Differences	
			8 & higher percentage points	

Music Effect – Regional A

Marching Percussion

Credit the effectiveness of all elements in contributing to both the overall presentation and music presentation. Consider the musical elements that contribute to create an engaging program, successful blending of musical and visual elements that together elevate the program, communication of identity and show concept, quality blend of creativity and performance, and the performers' ability to connect with the audience.

OVERALL EFFECT

100 Points

Regional A Developing	Who had the greater understanding/achievement as it relates to...				
	<p>Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.</p> <p>Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.</p> <p>Communication: The performance techniques that effectively express ideas and connect with the audience.</p> <p>Engagement: The ability to secure, captivate, and sustain the attention of the audience.</p> <p>Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.</p> <p>Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</p>				

	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

MUSIC EFFECT

100 Points

Regional A Developing	Who had the greater understanding/achievement as it relates to...				
	<p>The Musical Journey: The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</p> <p>Creativity: The originality, uniqueness and imagination infused into the musical program and presentation.</p> <p>Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</p> <p>Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</p> <p>Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.</p>				

SUB CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points

Music Effect – A/Open/World

Marching Percussion

Credit the effectiveness of all elements in contributing to both the overall presentation and music presentation. Consider the musical elements that contribute to create an engaging program, successful blending of musical and visual elements that together elevate the program, communication of identity and show concept, quality blend of creativity and performance, and the performers' ability to connect with the audience.

OVERALL EFFECT

100 Points

A Class Basic Concepts Open Class Intermediate Concepts World Class Advanced Concepts	Who had the greater understanding/achievement as it relates to...				
	<p>Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.</p> <p>Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.</p> <p>Communication: The performance techniques that effectively express ideas and connect with the audience.</p> <p>Engagement: The ability to secure, captivate, and sustain the attention of the audience.</p> <p>Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.</p> <p>Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</p>				

	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

MUSIC EFFECT

100 Points

A Class Basic Skills Open Class Intermediate Skills World Class Advanced Skills	Who had the greater understanding/achievement as it relates to...				
	<p>The Musical Journey: The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</p> <p>Creativity: The originality, uniqueness and imagination infused into the musical program and presentation.</p> <p>Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</p> <p>Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</p> <p>Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.</p>				

SUB CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points

Visual – All Classes

Marching Percussion

Credit the visual design, the reflection of the music, and the performance of the ensemble. Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

COMPOSITION

100 Points

Regional A Developing A Class Basic Concepts Open Class Intermediate Concepts World Class Advanced Concepts	Who had the greater understanding as it relates to...				
	<p>Quality of Orchestration: Horizontal – The logical progression of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The layering or combination of design choices to enhance the intent and unity of the audio/visual composition.</p> <p>Visual Musicality: The visual representation and enhancement of all aspects of the musical program.</p> <p>Clarity of Intent: The ability of the designer to make the compositional intent clear</p> <p>Staging: The proper placement of the elements to present the audio/visual.</p> <p>Creativity/Variety: The uniqueness and freshness of the visual program</p> <p>Attention to Detail: Deliberate consideration of technical, logistical and expressive subtleties.</p> <p>Unity of Elements: The purposeful agreement among the elements of design.</p> <p>Simultaneous Responsibility: The combination of musical and visual responsibilities.</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

PERFORMANCE

100 Points

Regional A Developing A Class Basic Skills Open Class Intermediate Skills World Class Advanced Skills	Who had the greater achievement as it relates to...			
	<p>Ensemble Control: The ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line.</p> <p>Accuracy: The degree of precision relative to the quality of the performance.</p> <p>Recovery: The timely and appropriate adjustment to inconsistencies in the presentation.</p> <p>Uniformity: The consistent manor of approach (Ensemble).</p> <p>Articulation of Body/Equipment: The clear, distinct and uniform approach to the use of body and equipment (Individual).</p> <p>Adherence to Style/Role: The consistent application of a chosen style or role.</p> <p>Presence: The ability of the performers to elevate the written program beyond technical accuracy.</p>			
SUB CAPTION SPREADS				
Very Comparable		Minor Differences		Definitive Differences
1 to 2 percentage points		3 to 4 percentage points		5 to 7 percentage points
			Significant Differences	
			8 & higher percentage points	

Visual Effect – A/Open/World

Marching Percussion

Credit the effectiveness of all elements in contributing to both the overall presentation and visual presentation. Consider the visual elements that contribute to create an engaging program, successful blending of musical and visual elements that together elevate the program, communication of identity and show concept, quality blend of creativity and performance, and the performers' ability to connect with the audience.

OVERALL EFFECT

100 Points

A Class Basic Concepts Open Class Intermediate Concepts World Class Advanced Concepts	Who had the greater understanding as it relates to...				
	Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.				
	Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation. Communication: The performance techniques that effectively express ideas and connect with the audience. Engagement: The ability to secure, captivate, and sustain the attention of the audience. Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.				
	Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.				

	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

VISUAL EFFECT

100 Points

A Class Basic Skills Open Class Intermediate Skills World Class Advanced Skills	Who had the greater achievement as it relates to...				
	The Visual Journey: The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time.				
	Creativity: The originality, uniqueness and imagination infused into the visual program and presentation. Musicality: The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.				
	Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer.				

SUB CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points

Music

Stationary Percussion

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 and rhythmic demands placed on the performers.

COMPOSITION

100 Points

M.S./Junior Introductory Concepts A Class Basic Concepts Open Class Intermediate Concepts	Who had the greater achievement as it relates to...				
	<p>Orchestration: The thoughtful and thorough planning used to convey musical ideas.</p> <p>Elements of Design: The use of melody, harmony, rhythm and dynamics within the program.</p> <p>Range of Content: The scope of the musical and technical repertoire and vocabulary utilized in the program.</p> <p>Variety: The diversity of instrumentation, color, texture, timbre, intensity and tempo utilized in the program.</p> <p>Continuity: The successful combination of all elements used to present a unified flow and form of musical ideas.</p> <p>Clarity of Intent: The presentation of compositional elements in a clear and concise manner.</p> <p>Simultaneous Responsibility: The layering of responsibilities placed upon the performers.</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

PERFORMANCE

100 Points

M.S./Junior Introductory Skills A Class Basic Skills Open Class Intermediate Skills	Who had the greater achievement as it relates to...			
	<p>Sound Production: The ability of the performers to clearly present the composition through balance, blend and quality of sound.</p> <p>Musicianship: The ability of the performers to convey compositional intent and expressive qualities.</p> <p>Rhythmic Clarity: The ability of the performers to accurately present rhythmic content.</p> <p>Uniformity: The consistent presentation of technique, phrasing and quality of sound from player to player.</p> <p>Ensemble Cohesiveness: The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.</p>			
SUB CAPTION SPREADS				
Very Comparable		Minor Differences		Definitive Differences
1 to 2 percentage points		3 to 4 percentage points		5 to 7 percentage points
			Significant Differences	
			8 & higher percentage points	

Artistry

Stationary Percussion

Credit the quality of effect or workmanship displayed through program composition and performance fulfillment.

PROGRAM

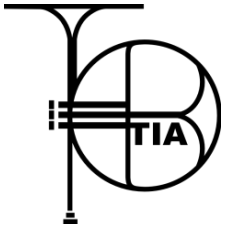
100 Points

M.S./Junior Introductory Concepts A Class Basic Concepts Open Class Intermediate Concepts	Who had the greater understanding/achievement as it relates to...				
	The Musical Journey: The culmination of those elements within a written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion.				
	Creativity: The ability, through imaginative compositional skill, to produce a written work capable of eliciting audience/listener response.				
Clarity of Thought: Clear presentation of design ideas through appropriate orchestration and performance.					
	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

FULFILLMENT

100 Points

M.S./Junior Introductory Skills A Class Basic Skills Open Class Intermediate Skills	Who had the greater understanding/achievement as it relates to...				
	Communication: The ability of the ensemble to express compositional and/or musical ideas effectively through performance.				
	Musicianship: The interpretive art of the written musical score.				
Presence: The apparent poise and effectiveness enabling a connection between performer and audience in real time.					
Excellence as it Relates to Artistry: The proficiency of technical skills and virtuosity that enable the performers to elicit an appropriate response from the listeners.					
Idiomatic Interpretation: The combination of creative writing and musical performance that enable the performers to convey the appropriate "feel" and style of the music.					
Expression: The ability of the ensemble through performance to portray the musical indication of feeling.					
SUB CAPTION SPREADS					
Very Comparable		Minor Differences		Definitive Differences	
1 to 2 percentage points		3 to 4 percentage points		5 to 7 percentage points	
				Significant Differences	
				8 & higher percentage points	



PERCUSSION

DATE: _____

SHOW COORDINATOR

UNIT: _____

Check Appropriate Class: Marching Percussion Stationary Percussion

World Open Regional A / A Jr/Middle Cadet

Number of Performers: _____ (Min. 5 / Unlimited Max.)

TIMING REQUIREMENTS:

Class	INTERVAL	<u>MINIMUM</u> Performance Time	<u>MAXIMUM</u> Performance Time
World	11.0	4.0	8.0
Open	10.0	4.0	7.0
Regional A / A	9.0	4.0	6.0
Jr./Middle	8.0	3.0	5.0
Cadet	6.0	0	3.0

INTERVAL TIME: _____ seconds under/over _____ x 0.05=

PERFORMANCE TIME: _____ seconds under/over _____ x 0.05=

OUT OF BOUNDS/BOUNDARY VIOLATIONS:

Performing or walking over the front sideline / throwing equipment over the front sideline.

Note time in performance and point of occurrence.

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Front

0.1 Per occurrence.

_____ x 0.1=

NOTE TIME IN SHOW FOR EACH OCCURRENCE.

OTHER: (see TIA Rule Book for details)

*Non-percussive instruments.

*Use of pre-recorded sounds that set a tempo/rhythm.

Describe:

TOTAL PENALTIES:

Signature: _____

2018 TIA PERCUSSION MUSIC/VISUAL

	BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently
<i>Numerical Range</i>	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply

SUB-CAPTION SPREADS

Very Comparable
1 to 2 percentage points

Minor Differences
3 to 4 percentage points

Definitive Differences
5 to 7 percentage points

Significant Differences
8+ percentage points

UNIT																		
CLASS																		
COMP																		
PERF																		
TOTAL																		

2018 TIA PERCUSSION EFFECT MUSIC/VISUAL

	BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently
<i>Numerical Range</i>	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply

SUB-CAPTION SPREADS

Very Comparable
1 to 2 percentage points

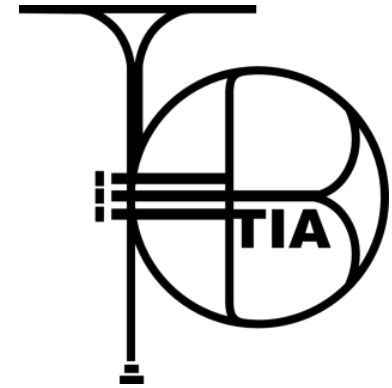
Minor Differences
3 to 4 percentage points

Definitive Differences
5 to 7 percentage points

Significant Differences
8+ percentage points

UNIT																		
CLASS																		
OVER																		
MUSIC/ VISUAL																		
TOTAL																		

CADET Music



1 = BRONZE

**Some success in
content and in the
performers training of
excellence.**

2 = SILVER

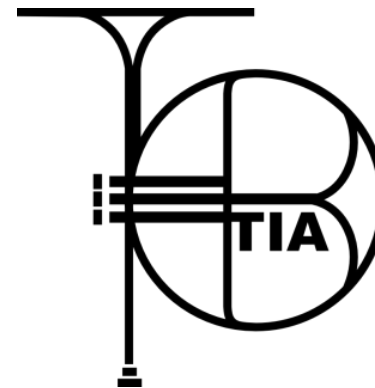
**Fair success in content
and in the performers
training of excellence.**

3 = GOLD

**Good Success in
content and in the
performers training of
excellence.**

CADET

Effect



1 = BRONZE

**Some success in effects
and in performers
understanding of
performance.**

2 = SILVER

**Fair success in effects
and in performers
understanding of
performance.**

3 = GOLD

**Good success in effects
and in performers
understanding of
performance.**