

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF BODY, FORM, AND EQUIPMENT RESPONSIBILITIES SIMULTANEOUS RESPONSIBILITIES USE OF EXPRESSIVE COMPONENTS CHANGES IN METER, PULSE, AND TEMPO 		<ul style="list-style-type: none"> DEMONSTRATION OF TRAINING DEMONSTRATION OF EXPRESSIVE QUALITIES CLARITY, TIMING, ARTICULATION OF BODY, FORM, EQUIPMENT PRECISION WITH RESPECT TO CHALLENGE CONCENTRATION, STAMINA, AND RECOVERY 	
<ul style="list-style-type: none"> What is the <u>depth and range</u> of individual responsibilities of form, body, and equipment, including those <u>related to the other members of the unit?</u> What is the depth and range of <u>layered responsibilities</u> of playing an instrument, moving through forms, and moving around the field, manipulating the body position and handling equipment? (This requires a significant approach to sampling by the judge to understand layering among musicians and auxiliary members) What is the <u>range and quality of expression through body, form, and equipment</u> given to the musicians and auxiliary? Are there <u>musical challenges</u> such as meter, pulse, tempo, and any of the wide variety of possibilities within meter, pulse, and tempo? How do <u>each of these factors</u>, collectively and individually, <u>compare</u> to each and all the other units in the competition? 		<ul style="list-style-type: none"> Do students consistently <u>demonstrate training and strong technique</u>, whether as an individual demonstration or as part of a collective demonstration in a small group? Do the students <u>realize</u> expression? Are the arms, torso, and muscle flexible when necessary, strong when necessary? Do the possible changes in speed and space occur with clarity and ease from one phrase to the next or one moment to the next? Is there strong clarity of <u>timing and articulation of body, form, and equipment</u>? Articulation requires timing and it also requires an understanding of position of body and equipment Is there <u>precision</u> as part of achievement? Do the students handle the challenges of the <u>environment</u>, eg, distance, proximity, and field condition? Is there consistent <u>concentration, understanding of recovery, and sustained stamina</u>? <u>In all these regards</u>, how do these students <u>compare</u> to other students in the competition? 	

Judge the INDIVIDUAL and SMALL GROUP skills that are demonstrated through the written vocabulary and the performance of the students

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
CONTENT	<ul style="list-style-type: none"> • Limited, single effort • Phrase lengths are brief • Expressive efforts seldom used or written • Vocabulary qualities are occasionally displayed limiting the student's ability for achievement 			<ul style="list-style-type: none"> • Moderate level of variety • Phrase lengths are longer • Vocabulary qualities displayed offer a moderate level of achievement to the students 			<ul style="list-style-type: none"> • Vocabulary is extensive and varied • Blend of body, form, and equipment efforts • Phrases are longer and more dimensional • Broad range of expressive dynamic efforts 			<ul style="list-style-type: none"> • Superior level of variety • Multiple responsibilities • Phrases are long and full of expressive dynamic efforts • Methods and techniques require the highest degree of physical and mental development 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • The training limited or lacks understanding • Some uniformity of technical and expressive vocabulary efforts • Adherence to style is sometimes displayed • Minimal achievement of written vocabulary efforts 			<ul style="list-style-type: none"> • Moderate training skills • Achievement varies • Recovery, uniformity of efforts and stylistic approach more evident • Moderate understanding of the written vocabulary 			<ul style="list-style-type: none"> • Extensive level of training • Understand and apply on a consistent basis • Strong sense of style, uniformity and recovery • Total understanding of the written vocabulary 			<ul style="list-style-type: none"> • Superior levels of training skills • Full range of effort qualities • Effortless recovery • Blend of body, form, and equipment • Development and achievement set standards 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> • QUALITY OF ORCHESTRATION • DEPTH AND BREADTH OF DESIGN ELEMENTS OVER TIME • ENHANCES THE MUSICAL STRUCTURE • RANGE OF EXPRESSIVE COMPONENTS AND DETAIL 		<ul style="list-style-type: none"> • CLARITY OF BODY, FORM, AND EQUIPMENT • VARIETY OF RESPONSIBILITIES • CHALLENGE OF THE OVERALL ENVIRONMENT • CONSISTENCY AND PRECISION THROUGHOUT THE ENSEMBLE 	
<ul style="list-style-type: none"> • Is the orchestration over time at any given moment logical? What is the quality of the orchestration? • How does the unit utilize the elements of design and any principles of design, for example, unity? The elements are not a list, but rather tools through which to create a depth and breadth of design • What is the relationship to the musical structure? There are phrases, dynamics, accents, and many other developments in the music, one of the many essential motivations for the visual design • How strong is the expressive nature of the design, through the choreographic totality? Expression has many approaches in conjunction with the music What is the range of the expressive design? Be watchful for details that contribute to the breadth and depth • How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> • Is there clarity of design in form, body, and equipment? Clarity is the derivative of understanding what the student are doing and how well they demonstrate their responsibilities • How precise and consistent is the ensemble in demonstrating their variety, depth, and range of expressive and technical skills? • How well do the students demonstrate the challenge of the overall environment? Challenged include, but are not limited to, separation space, velocity, proximity, challenges of the music and layering of responsibilities • How precise and consistent is the ensemble? Precision is an important part of achievement Consistency over a production and or over the length of the program is also important Do the performers demonstrate the ability to recover? • In all these regards, how do these students compare to the other students in the competition? 	

Judge the COMPOSITIONAL QUALITIES OF ELEMENTS OF DESIGN that are demonstrated through the written vocabulary and the performance of the students

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Occasionally displays awareness of fundamentals of design • Visual design at times reflects mostly the basic melody • Artistic dynamics are rarely used • Better understanding of unity is required • Orchestration of design options is infrequent 			<ul style="list-style-type: none"> • Moderately displays awareness of the fundamentals of design • Design occasionally reflects the musical structure • Unity of elements begins to exist • Orchestration of design is moderately evident at times 			<ul style="list-style-type: none"> • Displays a high degree of design & logic and is of high quality • Composition, literal or abstract, frequently reflects and enhances the musical structure • Qualities elevate the composition beyond mere pictures • Strong sense of unity and harmony exist • Orchestration of design options provides a strong sense of depth and dimension 			<ul style="list-style-type: none"> • Consistently displays the highest level of sophisticated design • Design, literal or abstract, consistently demonstrates superlative musical enhancement • Superior design skills coupled with the ultimate in artistic efforts and orchestration, set standards and evokes superlative depth, dimension and development 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Occasionally achieve basic ensemble responsibilities • Style is not fully recognizable, and excellence is rarely achieved • Precision and accuracy is sporadic • Occasionally, effort changes are attempted 			<ul style="list-style-type: none"> • Moderate achievement of ensemble responsibilities • Style is recognizable and developing at a moderate level • Achievement of excellence is sporadic and varies from section to section • Growing understanding within a moderate range of composition 			<ul style="list-style-type: none"> • Achieve good level of the more advanced ensemble responsibilities • Style is evident, but not fully refined • Orientation is generally achieved with good success • Good level of precision and accuracy is achieved within a more advanced range of composition 			<ul style="list-style-type: none"> • Achieve the most sophisticated ensemble responsibilities with respect to form, space and time • Style is refined and brilliantly expressed • Orientation is fully demonstrated • Achievement is superlative within the most advanced range of composition 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

REPERTOIRE	SCORE 100	PERFORMERS	SCORE 100
<ul style="list-style-type: none"> AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION OF THE MUSIC VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		<ul style="list-style-type: none"> PERFORMERS ENGAGE THE AUDIENCE DELIVERED/SUSTAINED EFFECTS EMBODIED/SUSTAINED CHARACTER, ROLE, IDENTITY, AND STYLE COMMUNICATED DETAIL, NUANCE, AND ARTISTIC QUALITIES 	
<ul style="list-style-type: none"> To what extent does the realization of repertoire and conceptual vision engage the audience through compelling impact, contour, shape, pace, development, etc over time? How effective is the audio and visual coordination? Does it speak with a unified voice? How effective is the interpretation of the music through the use of body, form, and equipment? Does it speak to the scale and scope of the field presentation? Is there an extensive and dramatic variety of effect over time? Is there a presence of creativity and/or originality and/or artistry? How do each of these factors, collectively and individually, compare to each and all the others in the competition? 		<ul style="list-style-type: none"> How effectively do the performers engage the audience through their excellence, communication skill, and emotional commitment? How effectively do the performers deliver and sustain the effect and effectiveness of the program? How effectively do the performers deliver and sustain the roles, styles, or identity(ies) over time? How effectively do performers deliver and sustain details, nuance, and artistic qualities? In all these regards, how do these performers compare to other performers in the competition? 	

Judge the AESTHETIC, INTELLECTUAL, AND EMOTIONAL QUALITIES demonstrated through the written vocabulary and the performance of the students

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
REPERTOIRE	<ul style="list-style-type: none"> Some understanding of design and composition is apparent Occasional periods of appeal and intrigue occur Some fundamentals of staging and sporadic visual musicality Coordination of elements is underdeveloped 			<ul style="list-style-type: none"> Program concept is moderately developed Coordination and integration of elements create a moderate level of appeal and intrigue Good sense of visual musicality is evident Design dynamics generate some successful effects 			<ul style="list-style-type: none"> Excellent development of program concept and identity apparent in depth of design and visual musicality Dynamic contribution to form, body and equipment to the total concept to heighten and enhance the effect evident, but not maximized 			<ul style="list-style-type: none"> Extraordinary display of design Superior standard of total involvement Outstanding display of versatility and visual dynamics Integration and pacing are highly successful in generating effects 			THE WHAT
PERFORMERS	<ul style="list-style-type: none"> Occasional involvement in creating appeal and emotion Mood is occasionally established Communicate some awareness of stylistic responsibilities Confidence and poise need development 			<ul style="list-style-type: none"> Moderate levels of appeal and emotion Communication is developing and becoming more consistent Project a moderate level of awareness of stylistic responsibilities and display capability of achievement 			<ul style="list-style-type: none"> Excellent level of appeal and emotion displaying involvement with the program dynamics and stylistic responsibilities Strong awareness of identity which heightens communication with the audience 			<ul style="list-style-type: none"> Outstanding expression of appeal and emotion Mood is fully maintained through superb expressive skills communicating a full understanding of stylistic responsibilities Confidence, poise and professionalism enhance and heighten involvement 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 	
<ul style="list-style-type: none"> What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? What is the depth and range of technical and musical skills? What are simultaneous and layered responsibilities (including visual) of the musical performance? What is the range of musical, physical, and environmental challenges? How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> To what degree do students demonstrate training and achievement in quality of tone? To what degree do the students consistently demonstrate training in accuracy of pitch and intonation? Is there consistent precision of rhythmic accuracy and timing? Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? Do the students consistently demonstrate expressive qualities and musicianship? Considering all challenges, do the students demonstrate musicality? In all these regards, how do these students compare to other students in the competition? 	

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, and ELECTRONICS are to be included here Sub-caption integrity must prevail

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
CONTENT	<ul style="list-style-type: none"> • Limited opportunities to display technical maturity • Small portion of the band is responsible for the repertoire presentation • Individual performers are providing basic musical/physical skills while musically active • Musical interpretation is minimal 			<ul style="list-style-type: none"> • Moderate technical and physical skills and demands • Arrangements occasionally include key changes, meter, tempo, dynamics, articulate variety and range • Moderate number of individuals are active in the musical presentation • Individual performer is sometimes challenged with physical responsibilities while musically active • Musical interpretation sometimes used to define the style 			<ul style="list-style-type: none"> • Strong technical skill throughout the program • Arrangements have frequent incidents of key changes, meter, tempo, dynamics, articulate variety and range • Large number of the individuals are usually active with above average physical responsibilities while musically active • Music interpretation is frequently incorporated 			<ul style="list-style-type: none"> • Very high technical skill throughout the program • Arrangements include extremes of range, variety of articulation and musical ornamentations • Individual performer remains musically active throughout the program • Very high physical responsibilities requiring a great range of skills • Musical interpretation is superior 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Uncharacteristic tone quality, lacking focus • Struggle with the timing, articulation, breath control or other technical aspects • Frequent occurrences of melodic and harmonic pitch problems • Limited display of interpretive uniformity and style 			<ul style="list-style-type: none"> • Good tone quality, intonation and breath control throughout most of the program • Occasional problems exist in relation to extreme range and/or dynamic levels • Incidences of lapses in pulse control and technique in winds, percussion or electronics • Some evidence of individual interpretative style 			<ul style="list-style-type: none"> • Excellent tone quality, intonation and breath control throughout most of the program • Lapses are infrequent but are evident • Pulse and timing issues in winds, percussion and electronics are minimal • Frequently interpretative and defined in the proper style 			<ul style="list-style-type: none"> • Superior tone quality, intonation and breath control throughout the program • Demonstrate control and clarity in all ranges and at all dynamic levels • Consistently display all elements of timing, tempo and rhythm meticulously in the most demanding passages • Clearly defined style throughout the performance 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> RANGE OF DESIGN VOCABULARY QUALITY OF ORCHESTRATION RANGE OF EXPRESSIVE COMPONENTS RANGE AND APPROPRIATENESS OF MUSICAL DEVICES RANGE OF MUSICAL CHALLENGES 		<ul style="list-style-type: none"> CLARITY OF DESIGN VOCABULARY CONSISTENCY OF ENSEMBLE SONORITY AND INTONATION CLARITY AND UNIFORMITY OF STYLE AND INTERPRETATION BALANCE AND BLEND, PRECISION OF VERTICAL ALIGNMENT RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 	
<ul style="list-style-type: none"> Are the elements inherent in the musical composition arrangement at the highest levels of design? To what extent does the <u>orchestration/musical structure</u> lend itself to expressive motivation? What <u>expressive components</u> create <u>depth and breadth</u> of design? What authentic, innovative, and appropriate <u>devices and structures</u> are used in the musical design? What is the <u>range</u> of musical challenges? How does <u>each of these factors</u>, collectively and individually, <u>compare</u> to each and all the other units in the competition? 		<ul style="list-style-type: none"> How consistently does the music ensemble <u>present the design elements</u> throughout the performance? How consistently does the unit exhibit successful ensemble <u>sonority and intonation?</u> How consistently does the ensemble demonstrate <u>clarity and uniformity</u> of style and interpretation? How consistently does the ensemble demonstrate balance and <u>blend of WINDS, PERCUSSION, and ELECTRONICS?</u> How precise is the ensemble in vertical alignment? How well are challenges achieved with precision? How well do students demonstrate the <u>ability to recover?</u> How successful are the students in achieving the <u>range</u> of musical, physical, and environmental challenges? <u>In all these regards</u>, how do these students <u>compare</u> to other students in the competition? 	

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	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Limited opportunities to display technical maturity • Small portion of the band is responsible for the repertoire presentation • Performers are providing basic musical/physical skills while musically active • Musical interpretation is minimal 			<ul style="list-style-type: none"> • Moderate technical and physical skills and demands • Arrangements occasionally include key changes, meter, tempo, dynamics, articulate variety and range • Moderate number are active in the musical presentation • Performer is sometimes challenged with physical responsibilities while musically active • Musical interpretation sometimes used to define the style 			<ul style="list-style-type: none"> • Strong technical skill throughout the program • Arrangements have frequent incidents of key changes, meter, tempo, dynamics, articulate variety and range • Large number are usually active with above average physical responsibilities while musically active • Music interpretation is frequently incorporated 			<ul style="list-style-type: none"> • Very high technical skill throughout the program • Arrangements include extremes of range, variety of articulation and musical ornamentations • Performers remain musically active throughout the program • Very high physical responsibilities requiring a great range of skills • Musical interpretation is superior 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Uncharacteristic tone quality, lacking focus • Struggle with the timing, articulation, breath control or other technical aspects • Frequent occurrences of melodic and harmonic pitch problems • Limited display of interpretive uniformity and style 			<ul style="list-style-type: none"> • Good tone quality, intonation and breath control throughout most of the program • Occasional problems exist in relation to extreme range and/or dynamic levels • Incidences of lapses in pulse control and technique in winds, percussion or electronics • Some evidence of individual interpretative style 			<ul style="list-style-type: none"> • Excellent tone quality, intonation and breath control throughout most of the program • Lapses are infrequent but are evident • Pulse and timing issues in winds, percussion and electronics are minimal • Frequently interpretative and defined in the proper style 			<ul style="list-style-type: none"> • Superior tone quality, intonation and breath control throughout the program • Demonstrate control and clarity in all ranges and at all dynamic levels • Consistently display all elements of timing, tempo and rhythm meticulously in the most demanding passages • Clearly defined style throughout the performance 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

REPERTOIRE	SCORE 100	PERFORMERS	SCORE 100
<ul style="list-style-type: none"> AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		<ul style="list-style-type: none"> ENGAGE THE AUDIENCE DELIVER/SUSTAIN EFFECTS EMBODY/SUSTAIN CHARACTER, ROLE, IDENTITY, AND STYLE COMMUNICATE DETAIL, NUANCE, AND ARTISTIC QUALITIES 	
<ul style="list-style-type: none"> To what extent does the repertoire and conceptual vision engage the audience through compelling impact, contour, shape, pace, development, etc over time? How effective is the audio and visual coordination? Does it speak with a unified voice? How effective is the interpretation of the music? How extensive and dramatic are the variety of effects over time? How prevalent is creativity and/or originality and/or artistry? How do each of these factors, collectively and individually, compare to each and all the other units in the competition? 		<ul style="list-style-type: none"> How effectively do the performers engage the audience through their excellence, communication skill, and emotional commitment? How effectively do the performers deliver and sustain the aural effect and effectiveness of the program? How effectively do the performers deliver and sustain the musical roles, styles, or identity(ies) over time? How effectively do the performers deliver and sustain details, nuance, and artistic qualities? In all these regards, how do these students compare to other students in the competition? 	

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, and ELECTRONICS are to be included here Sub-caption integrity must prevail

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
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REPERTOIRE	<ul style="list-style-type: none"> • Arrangements are basic which display limited musical effects • Musical form of the program lacks logic • Coordination of visual and musical components is evident at times 			<ul style="list-style-type: none"> • Arrangements develop moderate level of creative effects with inclusion of various styles and textures • Musical form of the program occasionally includes logical points of climax and contrast • Blend of musical and visual programs demonstrates a moderate level of coordination 			<ul style="list-style-type: none"> • Arrangements demonstrate excellent level of musical effects that create intellectual, emotional and aesthetic appeal • Musical form of the program includes excellent impacts of dynamic contrast and climax • Musical and visual programs are well coordinated and generate theatrical entertainment 			<ul style="list-style-type: none"> • Arrangements include superior levels of creative musical planning that heightens the level of intellectual, emotional and theatrical entertainment • Musical form frequently includes climaxes and contrasts which are appropriate to the composition • Intent of the repertoire is clearly evident, and is packaged with an extraordinarily coordinated musical/visual presentation 			THE WHAT
PERFORMERS	<ul style="list-style-type: none"> • Occasionally use expression and interpretation to communicate style • Achievement of effects and showmanship are occasionally evident • Lacks appeal due to a low level of intensity and emotion 			<ul style="list-style-type: none"> • Good level of communication through use of expression and idiomatic interpretation • Style and showmanship are evident at times • Effective moments are developing • Moderate levels of showmanship and emotion on occasion 			<ul style="list-style-type: none"> • Excellent level of communication demonstrating musical expression, idiomatic interpretation • Style and showmanship are evident • Excellent level of appeal and emotion that communicate theatrically to the audience 			<ul style="list-style-type: none"> • Use expression and interpretation to communicate a superior level of style and showmanship • Outstanding level of intensity • Performance is captivating throughout due to the consistent use of emotion • Project refinement and polish that gives the performance a professional quality 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF BODY, FORM, AND EQUIPMENT RESPONSIBILITIES SIMULTANEOUS RESPONSIBILITIES USE OF EXPRESSIVE COMPONENTS CHANGES IN METER, PULSE, AND TEMPO 		<ul style="list-style-type: none"> DEMONSTRATION OF TRAINING DEMONSTRATION OF EXPRESSIVE QUALITIES CLARITY, TIMING, ARTICULATION OF BODY, FORM, EQUIPMENT PRECISION WITH RESPECT TO CHALLENGE CONCENTRATION, STAMINA, AND RECOVERY 	
<ul style="list-style-type: none"> What is the <u>depth and range</u> of individual responsibilities of form, body, and equipment, including those <u>related to the other members of the unit?</u> What is the depth and range of <u>layered responsibilities</u> of playing an instrument, moving through forms, and moving around the field, manipulating the body position and handling equipment? (This requires a significant approach to sampling by the judge to understand layering among musicians and auxiliary members) What is the <u>range and quality of expression through body, form, and equipment</u> given to the musicians and auxiliary? Are there <u>musical challenges</u> such as meter, pulse, tempo, and any of the wide variety of possibilities within meter, pulse, and tempo? How do <u>each of these factors</u>, collectively and individually, <u>compare</u> to each and all the other units in the competition? 		<ul style="list-style-type: none"> Do students consistently <u>demonstrate training and strong technique</u>, whether as an individual demonstration or as part of a collective demonstration in a small group? Do the students <u>realize</u> expression? Are the arms, torso, and muscle flexible when necessary, strong when necessary? Do the possible changes in speed and space occur with clarity and ease from one phrase to the next or one moment to the next? Is there strong clarity of <u>timing and articulation of body, form, and equipment</u>? Articulation requires timing and it also requires an understanding of position of body and equipment Is there <u>precision</u> as part of achievement? Do the students handle the challenges of the <u>environment</u>, eg, distance, proximity, and field condition? Is there consistent <u>concentration, understanding of recovery, and sustained stamina</u>? <u>In all these regards</u>, how do these students <u>compare</u> to other students in the competition? 	

Judge the INDIVIDUAL and SMALL GROUP skills that are demonstrated through the written vocabulary and the performance of the students

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
CONTENT	<ul style="list-style-type: none"> • Limited vocabulary • Single effort and range 			<ul style="list-style-type: none"> • Basic vocabulary and design skills • Some challenges in variety and range of skills • Limited repertoire with some dynamic efforts 			<ul style="list-style-type: none"> • Varied vocabulary • Broad range of skills • Longer phrasing • Stronger interpretation • Growing ranges • Occasional layering 			<ul style="list-style-type: none"> • Open Class responsibilities • Extensive blended composition • Enhanced visual musicality 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Limited understanding • Occasional achievement 			<ul style="list-style-type: none"> • Basic skill training • Achievement varies student to student • Inconsistent uniformity and style • Frequent breaks 			<ul style="list-style-type: none"> • Proficient training and understanding of skills • Consistent achievement student to student • Moderate training level, less frequent breaks and evidence of recovery • Developing flow, but control still varies person to person 			<ul style="list-style-type: none"> • Open Class level • Extensive training level • Consistent and strong individual control and effort 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> • QUALITY OF ORCHESTRATION • DEPTH AND BREADTH OF DESIGN ELEMENTS OVER TIME • ENHANCES THE MUSICAL STRUCTURE • RANGE OF EXPRESSIVE COMPONENTS AND DETAIL 		<ul style="list-style-type: none"> • CLARITY OF BODY, FORM, AND EQUIPMENT • VARIETY OF RESPONSIBILITIES • CHALLENGE OF THE OVERALL ENVIRONMENT • CONSISTENCY AND PRECISION THROUGHOUT THE ENSEMBLE 	
<ul style="list-style-type: none"> • Is the orchestration over time at any given moment logical? What is the quality of the orchestration? • How does the unit utilize the elements of design and any principles of design, for example, unity? The elements are not a list, but rather tools through which to create a depth and breadth of design • What is the relationship to the musical structure? There are phrases, dynamics, accents, and many other developments in the music, one of the many essential motivations for the visual design • How strong is the expressive nature of the design, through the choreographic totality? Expression has many approaches in conjunction with the music What is the range of the expressive design? Be watchful for details that contribute to the breadth and depth • How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> • Is there clarity of design in form, body, and equipment? Clarity is the derivative of understanding what the student are doing and how well they demonstrate their responsibilities • How precise and consistent is the ensemble in demonstrating their variety, depth, and range of expressive and technical skills? • How well do the students demonstrate the challenge of the overall environment? Challenged include, but are not limited to, separation space, velocity, proximity, challenges of the music and layering of responsibilities • How precise and consistent is the ensemble? Precision is an important part of achievement Consistency over a production and or over the length of the program is also important Do the performers demonstrate the ability to recover? • In all these regards, how do these students compare to the other students in the competition? 	

Judge the COMPOSITIONAL QUALITIES OF ELEMENTS OF DESIGN that are demonstrated through the written vocabulary and the performance of the students

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Limited design and logic 			<ul style="list-style-type: none"> • Basic awareness of design and logic • Occasional awareness of ensemble fundamentals • Basic melodic representation • Developing basic ensemble skills 			<ul style="list-style-type: none"> • Moderate design and logic • Composition reflects and enhances soundtrack • Melodic and harmonic approach is utilized while artistic effort is evident • Developing unity and layering is introduced 			<ul style="list-style-type: none"> • Open Class level • High degree of logic in design is reflective of the musical score • Frequent logic and clarity displayed • Strong demonstration of unity 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Occasional demonstration of responsibility of form, space, time • Attempts at style 			<ul style="list-style-type: none"> • Basic levels in form, space, time • Recognizable style • Occasional demonstrations of responsibility • Inconsistent training, achievement, and control 			<ul style="list-style-type: none"> • Proficient level of responsibility in form, space, time • Consistent style, precision and accuracy • Growing ensemble control, variety, and achievement 			<ul style="list-style-type: none"> • Open Class level • Excellent control and display of skills • Consistent and refined visual performance 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

<i>REPERTOIRE</i>	SCORE 100	<i>PERFORMERS</i>	SCORE 100
<ul style="list-style-type: none"> AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION OF THE MUSIC VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		<ul style="list-style-type: none"> PERFORMERS ENGAGE THE AUDIENCE DELIVERED/SUSTAINED EFFECTS EMBODIED/SUSTAINED CHARACTER, ROLE, IDENTITY, AND STYLE COMMUNICATED DETAIL, NUANCE, AND ARTISTIC QUALITIES 	
<ul style="list-style-type: none"> To what extent does the realization of repertoire and conceptual vision engage the audience through compelling impact, contour, shape, pace, development, etc over time? How effective is the audio and visual coordination? Does it speak with a unified voice? How effective is the interpretation of the music through the use of body, form, and equipment? Does it speak to the scale and scope of the field presentation? Is there an extensive and dramatic variety of effect over time? Is there a presence of creativity and/or originality and/or artistry? How do each of these factors, collectively and individually, compare to each and all the others in the competition? 		<ul style="list-style-type: none"> How effectively do the performers engage the audience through their excellence, communication skill, and emotional commitment? How effectively do the performers deliver and sustain the effect and effectiveness of the program? How effectively do the performers deliver and sustain the roles, styles, or identity(ies) over time? How effectively do performers deliver and sustain details, nuance, and artistic qualities? In all these regards, how do these performers compare to other performers in the competition? 	

Judge the AESTHETIC, INTELLECTUAL, AND EMOTIONAL QUALITIES demonstrated through the written vocabulary and the performance of the students

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
REPERTOIRE	<ul style="list-style-type: none"> • Limited design and coordination 			<ul style="list-style-type: none"> • Basic design and composition • Basic appeal through coordination of movement and form • Occasional logic of design 			<ul style="list-style-type: none"> • Proficient level of creative composition • Proficient appeal through coordination of elements, movement, and form • Growing coordination of elements presents some appeal in form, line, and shape • Moderately developed logic 			<ul style="list-style-type: none"> • Open Class level • Excellent program identity, logic, and creativity • Enhancement of concept • Frequent emotional, intellectual, and aesthetic moments 			THE WHAT
PERFORMERS	<ul style="list-style-type: none"> • Occasional mood, emotion, communication 			<ul style="list-style-type: none"> • Basic level of communication, mood, and emotion • Inconsistent communication and roles • Lapses in expression and achievement 			<ul style="list-style-type: none"> • Proficient level of appeal and emotion • Growing involvement with program • Frequent awareness of and delivery of emotion • Moderate levels of control and communication 			<ul style="list-style-type: none"> • Open Class level • Strong awareness of communication and role • Excellent appeal and emotion • High levels of achievement 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 	
<ul style="list-style-type: none"> What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? What is the depth and range of technical and musical skills? What are simultaneous and layered responsibilities (including visual) of the musical performance? What is the range of musical, physical, and environmental challenges? How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> To what degree do students demonstrate training and achievement in quality of tone? To what degree do the students consistently demonstrate training in accuracy of pitch and intonation? Is there consistent precision of rhythmic accuracy and timing? Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? Do the students consistently demonstrate expressive qualities and musicianship? Considering all challenges, do the students demonstrate musicality? In all these regards, how do these students compare to other students in the competition? 	

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, and ELECTRONICS are to be included here Sub-caption integrity must prevail

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
CONTENT	<ul style="list-style-type: none"> • Minimal technical skill required 			<ul style="list-style-type: none"> • Basic technical and physical skills • Minimal interpretation displayed 			<ul style="list-style-type: none"> • Moderate technical and physical skills • Moderate variety in key, meter, tempo, dynamics, and range exploration • Occasional challenges 			<ul style="list-style-type: none"> • Open Class level • Above average interpretation • Advanced challenges • Active interpretation throughout the program 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Limited/minimal tone quality, intonation, control 			<ul style="list-style-type: none"> • Basic tone quality, intonation, control • Basic level of musicianship • Frequent issues with breath control, timing, tone quality and intonation • Inconsistent performance 			<ul style="list-style-type: none"> • Proficient/moderate tone quality, intonation, and control • Proficient level of musicianship, with some individual interpretation • Good tone quality and intonation • Consistent and proficient display of articulations 			<ul style="list-style-type: none"> • Open Class level • Excellent tone quality and intonation • Infrequent lapses in performance • Minimal issues with pulse, timing, and control 			THE HOW

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> RANGE OF DESIGN VOCABULARY QUALITY OF ORCHESTRATION RANGE OF EXPRESSIVE COMPONENTS RANGE AND APPROPRIATENESS OF MUSICAL DEVICES RANGE OF MUSICAL CHALLENGES 		<ul style="list-style-type: none"> CLARITY OF DESIGN VOCABULARY CONSISTENCY OF ENSEMBLE SONORITY AND INTONATION CLARITY AND UNIFORMITY OF STYLE AND INTERPRETATION BALANCE AND BLEND, PRECISION OF VERTICAL ALIGNMENT RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 	
<ul style="list-style-type: none"> Are the elements inherent in the musical composition arrangement at the highest levels of design? To what extent does the <u>orchestration/musical structure</u> lend itself to expressive motivation? What <u>expressive components</u> create <u>depth and breadth</u> of design? What authentic, innovative, and appropriate <u>devices and structures</u> are used in the musical design? What is the <u>range</u> of musical challenges? How does <u>each of these factors</u>, collectively and individually, <u>compare</u> to each and all the other units in the competition? 		<ul style="list-style-type: none"> How consistently does the music ensemble <u>present the design elements</u> throughout the performance? How consistently does the unit exhibit successful ensemble <u>sonority and intonation?</u> How consistently does the ensemble demonstrate <u>clarity and uniformity</u> of style and interpretation? How consistently does the ensemble demonstrate balance and <u>blend of WINDS, PERCUSSION, and ELECTRONICS?</u> How precise is the ensemble in vertical alignment? How well are challenges achieved with precision? How well do students demonstrate the <u>ability to recover?</u> How successful are the students in achieving the <u>range</u> of musical, physical, and environmental challenges? <u>In all these regards</u>, how do these students <u>compare</u> to other students in the competition? 	

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, and ELECTRONICS are to be included here Sub-caption integrity must prevail

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Arrangements require minimal technical skill 			<ul style="list-style-type: none"> • Arrangements require basic technical and physical skills • Basic ensemble skills are demonstrated • Minimal ensemble interpretation • Infrequent changes in key, tempo, meter, style, and dynamics 			<ul style="list-style-type: none"> • Arrangements require moderate technical and physical skills • Occasional challenges and variety in key, tempo, meter, style, dynamics, and range • Moderate ensemble skills are apparent 			<ul style="list-style-type: none"> • Open Class technical and physical skills • Advanced ensemble techniques • Above average musical interpretation, frequent stylistic challenges, and multiple effort responsibilities 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Limited/minimal tone quality, intonation, control 			<ul style="list-style-type: none"> • Basic tone quality, intonation, and control • Basic level of musicianship • Occasional stylistic interpretations • Frequent lapses in ensemble interpretation, balance, and control 			<ul style="list-style-type: none"> • Proficient tone quality, intonation, and control • Proficient level of musicianship • Good balance, articulation, and clarity • Frequently consistent ensemble interpretation 			<ul style="list-style-type: none"> • Open Class performance levels • Excellent tone quality, intonation, ensemble balance, and clarity • Minimal issues with pulse, rhythm, and articulation • Advanced demonstrations of ensemble playing 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

<i>REPERTOIRE</i>	SCORE 100	<i>PERFORMERS</i>	SCORE 100
<ul style="list-style-type: none"> AUDIENCE ENGAGEMENT AUDIO AND VISUAL COORDINATION INTERPRETATION VARIETY OF EFFECTS CREATIVITY, ORIGINALITY, AND ARTISTRY 		<ul style="list-style-type: none"> ENGAGE THE AUDIENCE DELIVER/SUSTAIN EFFECTS EMBODY/SUSTAIN CHARACTER, ROLE, IDENTITY, AND STYLE COMMUNICATE DETAIL, NUANCE, AND ARTISTIC QUALITIES 	
<ul style="list-style-type: none"> To what extent does the repertoire and conceptual vision engage the audience through compelling impact, contour, shape, pace, development, etc over time? How effective is the audio and visual coordination? Does it speak with a unified voice? How effective is the interpretation of the music? How extensive and dramatic are the variety of effects over time? How prevalent is creativity and/or originality and/or artistry? How do each of these factors, collectively and individually, compare to each and all the other units in the competition? 		<ul style="list-style-type: none"> How effectively do the performers engage the audience through their excellence, communication skill, and emotional commitment? How effectively do the performers deliver and sustain the aural effect and effectiveness of the program? How effectively do the performers deliver and sustain the musical roles, styles, or identity(ies) over time? How effectively do the performers deliver and sustain details, nuance, and artistic qualities? In all these regards, how do these students compare to other students in the competition? 	

ALL elements of the musical ensemble, PERCUSSION, WOODWINDS, BRASS, and ELECTRONICS are to be included here Sub-caption integrity must prevail

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
REPERTOIRE	<p>Minimal effects</p>			<ul style="list-style-type: none"> • Basic creative effects and basic coordinated efforts • Minimal design logic with some attempts at phrasing, expression, and communication 			<ul style="list-style-type: none"> • Proficient level of creative effects • Variety of styles and textures • Occasional points of coordination between music and visual programs • Occasional contrasts • Sporadic phrase shaping, logical climax, conclusion 			<ul style="list-style-type: none"> • Open Class level arrangements • Excellent levels of musicianship and design coordination • Emotional, intellectual, and aesthetic moments are displayed • Detailing and attention to nuancing is evident 			THE WHAT
PERFORMERS	<ul style="list-style-type: none"> • Limited expression and communication 			<ul style="list-style-type: none"> • Basic level of communication • Occasional expression, mood, and interpretation is developed • Limited phrase shaping, communication, and dynamic contrast hinder communication efforts 			<ul style="list-style-type: none"> • Proficient communication of expression, interpretation, style, and showmanship • Good phrase shaping • Occasional understanding of expression, climax, and conclusion 			<ul style="list-style-type: none"> • Open Class performance level • Excellent advanced expression • Coordinated dynamic shaping, appeal, and emotional, intellectual, and aesthetic moments • Consistent presence engages performers and audience 			THE HOW

PERCUSSION

OPEN CLASS

20 POINT CAPTION

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> • DEPTH OF MUSICAL VOCABULARY • DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS • SIMULTANEOUS RESPONSIBILITIES • RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> • CLARITY OF RHYTHMIC ARTICULATION • BLEND AND BALANCE • EXPRESSIVENESS AND MUSICIANSHIP • UNIFORMITY OF CHOSEN STYLE AND INTERPRETATION • PRECISION OF CONTENT WITH RESPECT TO CHALLENGE 	
<ul style="list-style-type: none"> • What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? • What is the depth and range of technical and musical skills? • To what degree do the students demonstrate simultaneous or layered responsibilities of playing an instrument, moving in and through forms, listening and responding to others, and manipulating body position? • What is the range of musical, physical, and environmental challenge? • How do each of these factors, collectively, and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> • Do the students consistently demonstrate clarity of rhythmic articulation? • Is appropriate balance and blend demonstrated? • Do the students consistently demonstrate expressive qualities and musicianship? • Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? • Considering all challenges, do the students consistently demonstrate musicality, precision, and accuracy? • In all these regards, how do these students compare to other students in the competition? 	

ALL elements of the percussion ensemble, acoustic and electronic, are to be judged here Sub-caption integrity must prevail

	<u>Discovers</u>			<u>Knows</u>			<u>Understands</u>			<u>Applies</u>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> Limited opportunities to display technical maturity Small portion of the ensemble responsible for the repertoire Few physical responsibilities are placed on the ensemble when musically active Musical interpretive elements are Minimal 			<ul style="list-style-type: none"> Moderate technical and physical skills throughout Arrangements occasionally include meter and tempo changes and dynamics Ensemble is sometimes challenged with physical responsibilities while playing Musical interpretive elements are sometimes used to define the style 			<ul style="list-style-type: none"> Music requires strong technical skills throughout the program Arrangements have frequent meter and tempo changes, dynamics and techniques Above average physical responsibilities are placed upon the performers Music interpretation is frequently incorporated 			<ul style="list-style-type: none"> Very high technical skills throughout the program Arrangements include extreme technical challenges Very high physical and/or environmental Musical interpretation is superior 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> Passages where the ensemble demonstrates an inability to perform in a cohesive manner Struggles with timing Lack of balance between sections often occurs Limited display of interpretive uniformity and style 			<ul style="list-style-type: none"> Lapses in pulse control and technique Lack of balance between sections occurs at times Occasional problems exist in relation to dynamic levels * Some evidence of ensemble interpretive style 			<ul style="list-style-type: none"> Lapses in clarity are infrequent Pulse and timing issues are rare Good balance is often displayed * Ensemble performance is frequently interpretive and defined in the proper style 			<ul style="list-style-type: none"> Demonstrate control and clarity at all dynamic levels Ensemble consistently displays all elements of timing, tempo and rhythm meticulously in the most demanding passages Balance is consistently excellent Interpretive components display a clearly defined style 			THE HOW

PERCUSSION

A CLASS

20 POINT CAPTION

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> CLARITY OF RHYTHMIC ARTICULATION BLEND AND BALANCE EXPRESSIVENESS AND MUSICIANSHIP UNIFORMITY OF CHOSEN STYLE AND INTERPRETATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE 	
<ul style="list-style-type: none"> What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? What is the depth and range of technical and musical skills? To what degree do the students demonstrate simultaneous or layered responsibilities of playing an instrument, moving in and through forms, listening and responding to others, and manipulating body position? What is the range of musical, physical, and environmental challenge? How do each of these factors, collectively, and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> Do the students consistently demonstrate clarity of rhythmic articulation? Is appropriate balance and blend demonstrated? Do the students consistently demonstrate expressive qualities and musicianship? Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? Considering all challenges, do the students consistently demonstrate musicality, precision, and accuracy? In all these regards, how do these students compare to other students in the competition? 	

PERCUSSION

A CLASS

20 POINT CAPTION

ALL elements of the percussion ensemble, acoustic and electronic, are to be judged here Sub-caption integrity must prevail

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Minimal technical skill required 			<p>Basic technical and physical skills required</p>			<ul style="list-style-type: none"> • Moderate technical and physical skills required • Occasional variety in tempo and/or meter and dynamics 			<ul style="list-style-type: none"> • Open Class technical and physical skills required 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Limited and minimal control of rhythmic accuracy, technique, and time 			<ul style="list-style-type: none"> • Basic techniques • Inconsistent timing and uniformity of style 			<ul style="list-style-type: none"> • Proficient demonstration in basic techniques, timing, and dynamics 			<ul style="list-style-type: none"> • Open Class level with excellence displayed throughout 			THE HOW

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> <input type="checkbox"/> RANGE OF BODY, FORM, AND EQUIPMENT <input type="checkbox"/> USE WITHIN THE OVERALL SHOW DESIGN <input type="checkbox"/> USE OF EXPRESSIVE AND TECHNICAL COMPONENTS <input type="checkbox"/> ENHANCES THE MUSICAL STRUCTURE <input type="checkbox"/> SIMULTANEOUS RESPONSIBILITIES <input type="checkbox"/> RANGE: MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> • DEMONSTRATION OF TRAINING • ACHIEVEMENT OF BODY AND EQUIPMENT • ACHIEVEMENT OF TECHNICAL AND EXPRESSIVE COMPONENTS • PRECISION WITH RESPECT TO THE OVERALL CHALLENGES • SUCCESS WITH OVERALL ENVIRONMENTAL CHALLENGES • SUCCESS WITH CONCENTRATION, STAMINA, AND RECOVERY 	
<ul style="list-style-type: none"> • What is the range of choreographic totality, including form, either as a focus or as part of a larger group, while maintaining unity with other parts of the unit? What is the range of the use of body and equipment with respect to styles, expressions, idioms, etc? Consider the range as the sum of the events in all areas, including staging and other design choices • How does the auxiliary compliment the overall design and concept of the program? • What is the depth and variety of technical and expressive components, including the range of expressive components in time, space, etc? • To what extent does the auxiliary enhance the musical structure? • To what extent of simultaneous and/or layered responsibilities? • What is the range of musical, physical, and environmental challenges? • How do each of these factors, collectively and individually, compare to each and all the other units in the competition? 		<ul style="list-style-type: none"> <input type="checkbox"/> How clearly do the performers, individually and collectively, demonstrate and sustain quality of training? <input type="checkbox"/> Is there a significant level of achievement of the challenges of the choreographic totality? <input type="checkbox"/> Do the performers deliver and sustain a significant level of achievement? Consider their challenges of both a technical and expressive nature and how well they handle them <input type="checkbox"/> How precise are the performers, including starts, stops, body work, expression, etc. Over the full substance of their responsibilities? <input type="checkbox"/> How to the performers respond to the overall environmental challenges of time, space, and general conditions of the stage? <input type="checkbox"/> Do the performers deliver and sustain a strong level of concentration and stamina throughout the program? Do they recover quickly and with understanding when the need arises? <input type="checkbox"/> In all these regards, how do these students compare to other students in the competition? 	

	<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>			
	60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Limited design and composition understanding in the use of the auxiliary. • Some design fundamentals. • Sporadic sense of program concept. • Limited effects. • Underdeveloped program. 			<ul style="list-style-type: none"> • Basic fundamentals of design in form, body and equipment. • Moderate quality and frequency in incorporating the auxiliary in the overall design of the show. • Modest design presentation of basic musical structure. • Sporadic artistic effort and some creativity. • Some moments of unique design and effectiveness. 			<ul style="list-style-type: none"> • High level of sophistication. • Occasional flaws. • Frequent exploration of phrasing. • Strong artistic effort. • Excellent concept. 			<ul style="list-style-type: none"> • Superior level of quality design and compositional elements. • Consistent reflection of music structure, either literal or abstract. • Great depth and scope of artistic effort • Highest elevation of the written program. • Maximum creative design, originality, and variety. 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Limited appeal and emotion displayed. • Occasional mood and awareness of roles. • Sporadic achievement of excellence. • Limited communication of expressive qualities. • Rare training and achievement in form, body and equipment. 			<ul style="list-style-type: none"> • Moderate levels of appeal and emotion. • Some mood and understanding of roles. • Basic responsibilities of space, time and form • Underdeveloped style. • Moderate achievement of excellence. 			<ul style="list-style-type: none"> • Strong understanding and communication of mood and roles. • Consistent levels of appeal and emotion. • Advanced awareness with respect to space, time and form. • Frequent display of style. • Consistent training is evident and displayed, 			<ul style="list-style-type: none"> • Maximum levels of appeal, emotion, style, and intent. • Superb expressive skills and mood. • Highest levels of communication and involvement. • Continuous awareness of responsibilities. • Constant display of training, technique, and achievement. 			THE HOW

<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> RANGE OF BODY, FORM, AND EQUIPMENT USE WITHIN THE OVERALL SHOW DESIGN USE OF EXPRESSIVE AND TECHNICAL COMPONENTS ENHANCES THE MUSICAL STRUCTURE SIMULTANEOUS RESPONSIBILITIES RANGE: MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> DEMONSTRATION OF TRAINING ACHIEVEMENT OF BODY AND EQUIPMENT ACHIEVEMENT OF TECHNICAL AND EXPRESSIVE COMPONENTS PRECISION WITH RESPECT TO THE OVERALL CHALLENGES SUCCESS WITH OVERALL ENVIRONMENTAL CHALLENGES SUCCESS WITH CONCENTRATION, STAMINA, AND RECOVERY 	
<ul style="list-style-type: none"> What is the range of choreographic totality, including form, either as a focus or as part of a larger group, while maintaining unity with other parts of the unit? What is the range of the use of body and equipment with respect to styles, expressions, idioms, etc? Consider the range as the sum of the events in all areas, including staging and other design choices How does the auxiliary compliment the overall design and concept of the program? What is the depth and variety of technical and expressive components, including the range of expressive components in time, space, etc? To what extent does the auxiliary enhance the musical structure? To what extent of simultaneous and/or layered responsibilities? What is the range of musical, physical, and environmental challenges? How do each of these factors, collectively and individually, compare to each and all the other units in the competition? 		<ul style="list-style-type: none"> How clearly do the performers, individually and collectively, demonstrate and sustain quality of training? Is there a significant level of achievement of the challenges of the choreographic totality? Do the performers deliver and sustain a significant level of achievement? Consider their challenges of both a technical and expressive nature and how well they handle them How precise are the performers, including starts, stops, body work, expression, etc Over the full substance of their responsibilities? How to the performers respond to the overall environmental challenges of time, space, and general conditions of the stage? Do the performers deliver and sustain a strong level of concentration and stamina throughout the program? Do they recover quickly and with understanding when the need arises? <p>In all these regards, how do these students compare to other students in the competition?</p>	

	<i>Novice</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>			
	66	67-71	72-73	74-75	76-80	81-82	83-84	85-89	90-91	92-93	94-98	99-100	
COMPOSITION	<ul style="list-style-type: none"> • Simple and limited choreography and design elements • Limited coordination and integration with ensemble 			<ul style="list-style-type: none"> • Basic design and choreography • Basic coordinated efforts with the ensemble • Fundamental choreography training • Basic compositional elements with the entire unit 			<ul style="list-style-type: none"> • Proficient level of creative composition • Consistent coordination of choreography • Moderate and growing level of form, body, and equipment design 			<ul style="list-style-type: none"> • Open Class level design • Demand on the performer is at a higher level • Intermediate form, body, and equipment skills • Performer role is clearly defined 			THE WHAT
ACHIEVEMENT	<ul style="list-style-type: none"> • Occasional mood and emotional content • Sporadic excellence of form and body efforts • Basic training efforts rarely demonstrated 			<ul style="list-style-type: none"> • Basic levels of mood, emotion, and communication • Occasional recognizable style • Growing role of performer • Inconsistent training and control • Growing understanding of form, body, and equipment 			<ul style="list-style-type: none"> • Proficient and consistent level of role and responsibility • Consistent achievement of basic form, body, and equipment • Growing style • Training is proficient but not yet consistent in execution 			<ul style="list-style-type: none"> • Open Class performance level • Consistent level of understanding and achievement demonstrated • Higher levels of communication and role responsibility • Refined display of skills • Cohesive visual performance 			THE HOW

FESTIVAL RATING SYSTEM

3-GOLD

2-SILVER

1-BRONZE

This sheet applies to all captions: Music, Visual, Auxiliary, and Percussion

<i>REPERTOIRE</i>	<i>PLEASE RECOGNIZE AND REWARD THE UNIT EFFORTS TO PRESENT THEIR PROGRAM TO THE BEST OF THEIR ABILITY.</i>
<ul style="list-style-type: none"> • COMPOSITION • COORDINATION • STAGING • INTERPRETATION/ENHANCEMENT • ORCHESTRATIONS • CREATIVITY/INNOVATIONS 	
<i>EFFECT</i>	
<ul style="list-style-type: none"> • COMMUNICATION • EMOTION • MOOD EXPRESSION • SHOWMANSHIP • APPEAL/ENTERTAINMENT VALUE 	
<i>EXCELLENCE</i>	
<ul style="list-style-type: none"> • INDIVIDUAL CONTROL • ENSEMBLE CONTROL • ACCURACY • UNIFORMITY 	

FALL 2018 TOB A CLASS WORKSHEET

DATE _____ **HOST** _____ **CAPTION** _____

UNIT																			
GROUP CLASS																			
REP/COMP																			
ACH/PERF																			
TOTAL																			

A CLASS—BOX SUB-DIVISIONS

	BOX 1	BOX 2	BOX 3	BOX 4
HIGH	72, 73 All 1/Some 2	81, 82 All 2/Some 3	90, 91 All 3/Some 4	99, 100 All 4
MID	67, 68, 69, 70, 71 Most 1	76, 77, 78, 79, 80 Most 2	85, 86, 87, 88, 89 Most 3	94, 95, 96, 97, 98 Most 4
LOW	66 Some 1	74, 75 Some 2	83, 84 Some 3	92, 93 Some 4
	<i>Novice</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>

SUB-CAPTION SPREADS BETWEEN BANDS

VERY COMPARABLE	MINOR DIFFERENCES	DEFINITIVE DIFFERENCES	SIGNIFICANT DIFFERENCES
1 to 2 points	3 to 4 points	5 to 7 points	8 to 10 points

FALL 2018 TOB OPEN CLASS WORKSHEET

DATE_____ **HOST**_____ **CAPTION**_____

UNIT																			
GROUP CLASS																			
REP/COMP																			
ACH/PERF																			
TOTAL																			

OPEN CLASS—BOX SUB-DIVISIONS

	BOX 1	BOX 2	BOX 3	BOX 4
HIGH	64, 65 All 1/Some 2	76, 77, 78, 79 All 2/Some 3	90, 91, 92, 93 All 3/Some 4	99, 100 All 4
MID	62, 63 Most 1	70, 71, 72, 73, 74, 75 Most 2	84, 85, 86, 87, 88, 89 Most 3	96, 97, 98 Most 4
LOW	60, 61 Some 1	66, 67, 68, 69 Some 2	80, 81, 82, 83 Some 3	94, 95 Some 4
	<i>Discovers</i>	<i>Knows</i>	<i>Understands</i>	<i>Applies</i>

SUB-CAPTION SPREADS BETWEEN BANDS

VERY COMPARABLE	MINOR DIFFERENCES	DEFINITIVE DIFFERENCES	SIGNIFICANT DIFFERENCES
1 to 2 points	3 to 4 points	5 to 7 points	8 to 10 points



TOURNAMENT OF BANDS
FIELD
COORDINATOR

School: _____

Date: _____

Each band will be given a total time block of 15:00 to set up, perform and exit. Each performance shall run minimum of 7:00 minutes (Open Class) or 6:00 minutes (A Class) to a maximum of 10:00minutes. Each performance must conclude by 10:00 minutes.
A single percussionist providing a beat for cadence purposes shall be the only playing permitted after 10:00.

CLASS:

OPEN CLASS

A CLASS

FESTIVAL

STUDENT COUNT (TOB #1)

	MUSICIANS	AUXILIARY
GROUP 1 (1-30)		
GROUP 2 (31-50)		
GROUP 3 (51-75)		
GROUP 4 (76+)		

ASSESSMENT

- Timing (Rule #12) 0.5 per 15 seconds
 * No UNDERTIME in September
- Competition Area (Rule #10)0.1 per occurrence
- Staff/Adult Interference (Rule #19)..... 1.0
- National Flag Code (Rule #17) 1.0
- Late to the line (Rule #13).....2.0
- Group Size - Gimmick (Rule #1/4)5.0
- Prohibited Items (Rule #18) DQ
- OTHER - Field Coordinator/Chief Judge

TOTAL BLOCK (MAX 15:00)

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MINIMUM PERFORMANCE
 A 6:00 OPEN 7:00

--

MAXIMUM PERFORMANCE
 10:00

--

CLARIFICATIONS: _____

TOTAL ASSESSMENT:

--

JUDGE SIGNATURE: _____

WOODWINDS – ACC AWARD

OPEN CLASS

20 POINT CAPTION

<u>Discovers</u>			<u>Knows</u>			<u>Understands</u>			<u>Applies</u>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 	
<ul style="list-style-type: none"> What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? What is the depth and range of technical and musical skills? What are simultaneous and layered responsibilities (including visual) of the musical performance? What is the range of musical, physical, and environmental challenges? How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> To what degree do students demonstrate training and achievement in quality of tone? To what degree do the students consistently demonstrate training in accuracy of pitch and intonation? Is there consistent precision of rhythmic accuracy and timing? Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? Do the students consistently demonstrate expressive qualities and musicianship? Considering all challenges, do the students demonstrate musicality? In all these regards, how do these students compare to other students in the competition? 	

BRASS – ACC AWARD

OPEN CLASS

20 POINT CAPTION

<u>Discovers</u>			<u>Knows</u>			<u>Understands</u>			<u>Applies</u>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> DEPTH OF MUSICAL VOCABULARY DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS SIMULTANEOUS RESPONSIBILITIES RANGE OF MUSICAL, PHYSICAL, AND ENVIRONMENTAL CHALLENGES 		<ul style="list-style-type: none"> QUALITY OF TONE, ACCURACY OF PITCH AND INTONATION PRECISION OF RHYTHMIC ACCURACY, TIMING, AND CONTENT CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION, AND ARTICULATION PRECISION OF CONTENT WITH RESPECT TO CHALLENGE EXPRESSIVENESS AND MUSICIANSHIP 	
<ul style="list-style-type: none"> What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary? What is the depth and range of technical and musical skills? What are simultaneous and layered responsibilities (including visual) of the musical performance? What is the range of musical, physical, and environmental challenges? How do each of these factors, collectively and individually, compare to each and all other units in the competition? 		<ul style="list-style-type: none"> To what degree do students demonstrate training and achievement in quality of tone? To what degree do the students consistently demonstrate training in accuracy of pitch and intonation? Is there consistent precision of rhythmic accuracy and timing? Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated? Do the students consistently demonstrate expressive qualities and musicianship? Considering all challenges, do the students demonstrate musicality? In all these regards, how do these students compare to other students in the competition? 	

OPEN CLASS

DRUM MAJOR – ACC AWARD

20 POINT CAPTION

<i>Discovers</i>			<i>Knows</i>			<i>Understands</i>			<i>Applies</i>		
60-61	62-63	64-65	66-69	70-75	76-79	80-83	84-89	90-93	94-95	96-98	99-100

COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> • MEMBER ENGAGEMENT • DEPTH AND RANGE OF INVOLVEMENT • INTERPRETATION OF THE MUSIC • SIMULTANEOUS RESPONSIBILITIES • CREATIVITY, ORIGINALITY, AND ARTISTRY • 		<ul style="list-style-type: none"> • MAJOR(S) ENGAGE THE MEMBERS • DELIVERED/SUSTAINED THE EFFECTS • EMBODIES/SUSTAINED CHARACTER, ROLE, IDENTITY, AND STYLE • COMMUNICATED DETAIL, NUANCE, AND ARTISTIC QUALITIES 	
<ul style="list-style-type: none"> • What is the breadth and depth of responsibility as related to the music vocabulary? • What is the depth and range of technical and musical skills? • What are the simultaneous or layered responsibilities (including visual) of the musical performance? • What is the range of musical, physical, and environmental challenges? • How do each of these factors, collectively and individually, compare to each and all the other Major(s) in the competition? 		<ul style="list-style-type: none"> • How effectively does the Major(s) engage the members through their excellence, communication skill, and emotional commitment? • How effectively does the Major(s) deliver and sustain the effect and effectiveness of the program? • How effectively does the Major(s) deliver and sustain the roles, styles, or identity(is) over time? • How effectively does the Major(s) deliver and sustain details, nuance, and artistic qualities? • In all these regards, how do these Major(s) compare to other Major(s) in the competition? 	

TOB SHOW:
TABULATOR:

DATE:

TECH-TAB SIGN OUT/IN SHEET

Please have each judge sign out and sign in the unit indicated

PLEASE PRINT LEGIBLY

<i>NAME</i>	<i>UNIT NUMBER</i>	<i>SIGN OUT</i>	<i>SIGN IN</i>	<i>PASSWORD</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				