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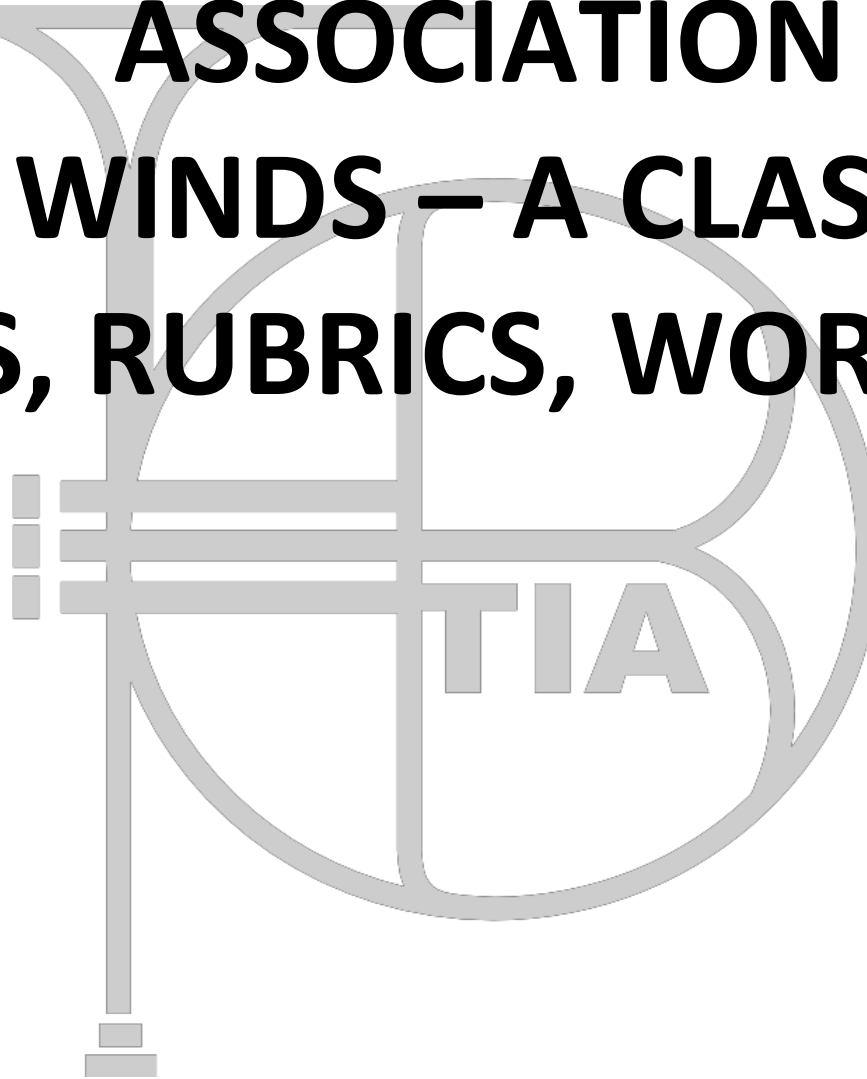


TOURNAMENT INDOOR ASSOCIATION

2018 WINDS – A CLASS

PLACEMATS, RUBRICS, WORKSHEET

2. MUSIC ANALYSIS
3. MUSIC ANALYSIS
4. OVERALL EFFECT
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8. TIA WINDS WORKSHEET





A CLASS WINDS – MUSIC ANALYSIS

Music
Analysis
20 Points

<i>RARELY</i> Box 2 <i>DISCOVERS</i>			<i>SOMETIMES</i> Box 3 <i>KNOWS</i>			<i>FREQUENTLY</i> Box 4 <i>UNDERSTANDS</i>			<i>CONSISTENTLY</i> Box 5 <i>APPLIES</i>		
50 to 59			60 to 79			80 to 89			90-100		
50-52	53-56	57-59	60-65	66-73	74-79	80-82	83-86	87-89	90-92	93-96	97-100
Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Difference 7 or more tenths
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COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
Who had the greater understanding/achievement as it relates to...		Who had the greater understanding/achievement as it relates to...	
Depth and Variety of Orchestration Clarity of Intent Range of Musical Choices Range of Dynamics and Expression		Sonority Musicality Balance and Blend Intonation Stylistic Accuracy Rhythmic Accuracy/Tempo Control Ensemble Cohesion	

TIA A CLASS WINDS						Music Analysis					
<i>Rarely</i> Box 2 <i>Discovers</i>			<i>Sometimes</i> Box 3 <i>Knows</i>			<i>Frequently</i> Box 4 <i>Understands</i>			<i>Consistently</i> Box 5 <i>Applies</i>		
50 to 59			60 to 79			80 to 89			90 to 100		
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Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

COMPOSITION

At A Class level, whose composition contained the greater:

<ul style="list-style-type: none"> Minimal planning evident in orchestration 	<ul style="list-style-type: none"> Orchestration sometimes displays variety and depth 	DEPTH AND VARIETY OF ORCHESTRATION	<ul style="list-style-type: none"> Variety of orchestration is frequently explored in depth and texture 	<ul style="list-style-type: none"> Advanced and thorough planning of orchestration
<ul style="list-style-type: none"> Elements are rarely explored/displayed 	<ul style="list-style-type: none"> Compositional elements are sometimes displayed 	CLARITY OF INTENT	<ul style="list-style-type: none"> Frequent use of various compositional elements displayed 	<ul style="list-style-type: none"> Variety of compositional elements are clearly and concisely developed
<ul style="list-style-type: none"> Musical and technical choices are limited 	<ul style="list-style-type: none"> Some development of musical-technical vocabulary 	RANGE OF MUSICAL CHOICES	<ul style="list-style-type: none"> Scope of musical/technical repertoire frequently explored 	<ul style="list-style-type: none"> Broad and expansive scope of musical and technical repertoire
<ul style="list-style-type: none"> Dynamic and expressive opportunities rarely evident 	<ul style="list-style-type: none"> Some opportunities for dynamic and expressive experiences 	RANGE OF DYNAMICS AND EXPRESSION	<ul style="list-style-type: none"> Program offers frequent expressive and dynamic moments 	<ul style="list-style-type: none"> Breadth of dynamic and expressive qualities provide intrigue, contrast and direction

ACHIEVEMENT

At A Class level, whose performer demonstrated the better:

<ul style="list-style-type: none"> Rarely demonstrates quality of sound 	<ul style="list-style-type: none"> Basic knowledge of tone quality, timbre in performance 	SONORITY	<ul style="list-style-type: none"> Frequent performance of quality tone, timbre, and resonance 	<ul style="list-style-type: none"> Outstanding quality of tone, timbre, and resonance
<ul style="list-style-type: none"> Limited expressive qualities 	<ul style="list-style-type: none"> Basic demonstration of expression and compositional intent 	MUSICALITY	<ul style="list-style-type: none"> Frequent performance of compositional intent and expression by most musicians 	<ul style="list-style-type: none"> Performers convey compositional intent and expressive qualities throughout performance
<ul style="list-style-type: none"> Balance and blend is evident at times 	<ul style="list-style-type: none"> Musicians display a basic knowledge of balance and blend with voicings 	BALANCE AND BLEND	<ul style="list-style-type: none"> Frequent balanced and blended moments performed 	<ul style="list-style-type: none"> Balance and blend of available voicings are at advanced level
<ul style="list-style-type: none"> Intonation at a basic level with sections and individuals 	<ul style="list-style-type: none"> Basic intonation developed within sections and by individuals 	INTONATION	<ul style="list-style-type: none"> Ensemble frequently displays strong understanding of intonation 	<ul style="list-style-type: none"> Clear application of intonation throughout ensemble
<ul style="list-style-type: none"> Limited achievement of style and interpretation 	<ul style="list-style-type: none"> Basic interpretation and style are evident 	STYLISTIC ACCURACY	<ul style="list-style-type: none"> Style is performed with understanding of interpretation and technique 	<ul style="list-style-type: none"> Consistent demonstration of style through technique, interpretation, and inflection
<ul style="list-style-type: none"> Rhythmic accuracy is limited 	<ul style="list-style-type: none"> Accuracy of rhythm and tempo control are evident at basic level 	RHYTHMIC ACCURACY TEMPO CONTROL	<ul style="list-style-type: none"> Proficient rhythmic accuracy evident through most of program 	<ul style="list-style-type: none"> Accurate rhythmic content applied at all tempi
<ul style="list-style-type: none"> Ensemble control is evident at times 	<ul style="list-style-type: none"> Ensemble plays with basic control 	ENSEMBLE COHESION	<ul style="list-style-type: none"> Frequently performs with understanding of ensemble techniques 	<ul style="list-style-type: none"> Outstanding display of ensemble technique/control throughout program



A CLASS WINDS – OVERALL EFFECT

Overall
Effect
20 Points

<i>RARELY</i> Box 2 <i>DISCOVERS</i>			<i>SOMETIMES</i> Box 3 <i>KNOWS</i>			<i>FREQUENTLY</i> Box 4 <i>UNDERSTANDS</i>			<i>CONSISTENTLY</i> Box 5 <i>APPLIES</i>		
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Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Difference 7 or more tenths
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REPERTOIRE EFFECTIVENESS	SCORE 100	COMMUNICATION EFFECTIVENESS	SCORE 100
Who had the greater understanding/achievement as it relates to...		Who had the greater understanding/achievement as it relates to...	
Program Concept/Premise Creativity/Imagination Staging and Musical Variety Audio/Visual Blend		Communication of Intent Musical/Visual Expressive Qualities Artistic/Physical Believability Mood and Emotion Excellence as Effect Idiomatic Interpretation Audience Engagement	

TIA A CLASS WINDS						Overall Effect					
<i>Rarely</i> Box 2 <i>Discovers</i>			<i>Sometimes</i> Box 3 <i>Knows</i>			<i>Frequently</i> Box 4 <i>Understands</i>			<i>Consistently</i> Box 5 <i>Applies</i>		
50 to 59			60 to 79			80 to 89			90 to 100		
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Some 2	Most 2	All 2 Some 3	Some 2	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

REPertoire

At A Class level, whose composition contained the greater:

<ul style="list-style-type: none"> Composition is discovering coordinated moments 	<ul style="list-style-type: none"> Some musical and visual coordination evident 	PROGRAM CONCEPT/PREMISE	<ul style="list-style-type: none"> Blending of music and visual is evident and developing 	<ul style="list-style-type: none"> Outstanding blend of musical, visual, and program choices
<ul style="list-style-type: none"> Limited imaginative offerings 	<ul style="list-style-type: none"> Creativity is sometimes evident in key moments 	CREATIVITY/IMAGINATION	<ul style="list-style-type: none"> Moments of unique and/or fresh effects planned 	<ul style="list-style-type: none"> Unique and fresh program Explores new avenues of effect
<ul style="list-style-type: none"> Simple staging of elements within program 	<ul style="list-style-type: none"> Basic effects combine some music and visual moments 	STAGING & MUSICAL VARIETY	<ul style="list-style-type: none"> Opportunities to demonstrate environmental and music effects 	<ul style="list-style-type: none"> Generates effect through contrast
<ul style="list-style-type: none"> Key moments may be effectively composed 	<ul style="list-style-type: none"> Some effects occur within program at key moments 	PACING	<ul style="list-style-type: none"> Planning of effects often occurs 	<ul style="list-style-type: none"> Outstanding planning of effects through time
<ul style="list-style-type: none"> Music and visual moments are written at basic level 	<ul style="list-style-type: none"> Basic enhancement of music and visual opportunities 	AUDIO/VISUAL BLEND	<ul style="list-style-type: none"> Frequent opportunities to enhance music with visual 	<ul style="list-style-type: none"> Enhanced visual interpretation of music

COMMUNICATION

At A Class level, whose performer demonstrated the better:

<ul style="list-style-type: none"> Performers offer some communication 	<ul style="list-style-type: none"> Performer has basic knowledge of communication 	COMMUNICATION OF INTENT	<ul style="list-style-type: none"> Performer understands and communicates music and/or visual program 	<ul style="list-style-type: none"> Consistent communication of both music and visual program
<ul style="list-style-type: none"> Mood and style are rarely present through program 	<ul style="list-style-type: none"> Mood and style may be evident in some portions of program and performers 	MUSICAL/VISUAL EXPRESSIVE QUALITIES	<ul style="list-style-type: none"> Understanding of most nuance Many offer understanding of style/mood 	<ul style="list-style-type: none"> Ability of performers to portray all nuances Style and/or mood elevates the effect
<ul style="list-style-type: none"> Performers unaware of role within program 	<ul style="list-style-type: none"> Role and character may be evident at times in program 	ARTISTIC/PHYSICAL BELIEVABILITY	<ul style="list-style-type: none"> Proficient development of role/character by many 	<ul style="list-style-type: none"> Consistent application of role and character within program by all
<ul style="list-style-type: none"> Performers are developing awareness of mood and emotion 	<ul style="list-style-type: none"> Mood and emotion is developing in performers 	MOOD & EMOTION	<ul style="list-style-type: none"> Frequent intent of mood or emotion is portrayed by most 	<ul style="list-style-type: none"> Outstanding conveyance of dramatic intent throughout performance
<ul style="list-style-type: none"> Interpretation is minimal 	<ul style="list-style-type: none"> Style and identity may be evident at times 	IDIOMATIC INTERPRETATION	<ul style="list-style-type: none"> Performers understand style and identity 	<ul style="list-style-type: none"> Appropriate artistic style as to support the identity of program
<ul style="list-style-type: none"> Communication is at a basic level throughout 	<ul style="list-style-type: none"> Communication of basic level is evident 	AUDIENCE ENGAGEMENT	<ul style="list-style-type: none"> Frequently offering communication by most performers 	<ul style="list-style-type: none"> Outstanding communication of ensemble within the program



A CLASS WINDS – VISUAL ANALYSIS

Visual
Analysis
20 Points

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COMPOSITION	SCORE 100	ACHIEVEMENT	SCORE 100
Who had the greater understanding/achievement as it relates to...		Who had the greater understanding/achievement as it relates to...	
Use of Design Elements Visual Orchestration Through Time & Layered Events Variety of Design Choices Reflection of the Musical Structure		Spacing and Orientation Timing and Control Stylistic Accuracy Training, Detail, and Nuance	

TIA A CLASS WINDS										Visual Analysis		
<i>Rarely</i> Box 2 <i>Discovers</i>			<i>Sometimes</i> Box 3 <i>Knows</i>				<i>Frequently</i> Box 4 <i>Understands</i>			<i>Consistently</i> Box 5 <i>Applies</i>		
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COMPOSITION

At A Class level, whose composition contained the greater:

• Basic design/composition	• Awareness of ensemble fundamentals	USE OF DESIGN ELEMENTS	• Frequent displays of design & logic	• Advanced design elements and principles
• Limited orchestration	• Some orchestration displayed is design	VISUAL ORCHESTRATION THROUGH TIME & LAYERED EVENTS	• Frequent use of ideas with layers and combined efforts	• Consistent progression of horizontal and vertical orchestration
• Basic artistic efforts	• Planning provides moments of contrast or function in design	VARIETY OF DESIGN CHOICES	• Frequent efforts provide contrast, function and/or unity	• Diverse artistic effort provides contrast and adhering to plan, function, time of program
• Basic interpretation of musical score	• Sometimes reflective of musical score within phrases	REFLECTION OF THE MUSICAL STRUCTURE	• Frequent opportunities to enhance and interpret musical moments	• Advanced design accurately reflects, interprets and enhances musical score

ACHIEVEMENT

At A Class level, whose performer demonstrated the better:

• Occasional displays of awareness by performers	• Some awareness of orientation evident	SPACING & ORIENTATION	• Proficient display of control by most performers	• Advanced control of direction, spatial relationships, and positions throughout program
• Performers are discovering timing & control	• Performers are inconsistent at times	TIMING & CONTROL	• Proficient level of unison	• Precise and accurate display of unison efforts
• Discovery of style is attempted	• Style is evident at times	STYLISTIC ACCURACY	• Frequently displays style and control in performance	• Chosen style is conveyed in a believable and consistent manner
• Training is rarely displayed	• Training and detail are developing and evident	TRAINING, DETAIL & NUANCE	• Training and detail are frequently achieved by performers	• Training, as well as attention to detail and nuance, elevate the performance



2018 TOURNAMENT INDOOR ASSOCIATION WORKSHEET - WINDS

<i>RARELY</i> Box 2 DISCOVERS			<i>SOMETIMES</i> Box 3 KNOWS			<i>FREQUENTLY</i> Box 4 UNDERSTANDS			<i>CONSISTENTLY</i> Box 5 APPLIES		
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SUB-CAPTION SPREADS			
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

UNIT									
CLASS									
TOTAL									