



# GENERAL EFFECT MUSIC

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components that contributes to the effect. The performers are measured partly through excellence but, more significantly, in their ability to communicate the product to the audience.*

<b>EFFECTIVENESS OF THE REPERTOIRE</b>	<b>100 points</b>	
Coordination (and staging of elements) Pacing Concept Tension & Release	Impact & Climaxes Aesthetic/Emotional/Intellectual Appeal Creativity, Originality & Imagination	
<b>EFFECTIVENESS OF THE PERFORMER</b>	<b>100 points</b>	
Communication Artistry Emotional Intensity Nuance, Detail & Refinement	Expressive Effect Involvement Excellence/Professionalism as affect Musicianship as effect	
Judge _____	<b>TOTAL</b> (Possible 200)	



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Performing Unit: _____
Class: _____ Date: _____
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Coordination (and staging of elements) Pacing Concept Tension & Release	Impact & Climaxes Aesthetic/Emotional/Intellectual Appeal Creativity, Originality & Imagination	
<b>EFFECTIVENESS OF THE PERFORMER</b>	<b>100 points</b>	
Communication Artistry Emotional Intensity Nuance, Detail & Refinement	Expressive Effect Involvement Excellence/Professionalism as affect Musicianship as effect	
Judge _____	<b>TOTAL</b> (Possible 200)	

# GENERAL EFFECT MUSIC



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

EFFECTIVENESS OF THE REPERTOIRE	EFFECTIVENESS OF THE PERFORMERS
<ul style="list-style-type: none"> <li>Displays the concept clearly</li> <li>Displays effective coordination among the musical elements</li> <li>Displays effective coordination between the musical and visual components</li> <li>Shows creativity and originality in the use of the components</li> <li>Creates effective complement to the idiomatic style of the entire program</li> <li>Offers consistent pacing through which the audience is engaged</li> <li>Displays effective presentation of climaxes and impacts</li> <li>Offers aesthetic and intellectual considerations</li> <li>Delivers a wide variety of effects</li> <li>Creates opportunities for emotional responses for the audience</li> </ul>	<ul style="list-style-type: none"> <li>Display an effective level of communication with the audience</li> <li>Engages the audience at all times</li> <li>Delivers a high level of excellence and artistry to contribute to the effect</li> <li>Display an emotional intensity</li> <li>Offer an understanding of their roles and responsibilities while displaying confidence</li> <li>Delivers nuance, detail and refinement through the intent of the program design</li> <li>Maintain the shaping and contouring of the program</li> </ul>

**\*\*The level of reward is achieved by weighing all factors of effect.\*\***

# GENERAL EFFECT MUSIC



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

EFFECTIVENESS OF THE REPERTOIRE	EFFECTIVENESS OF THE PERFORMERS
<ul style="list-style-type: none"> <li>Displays the concept clearly</li> <li>Displays effective coordination among the musical elements</li> <li>Displays effective coordination between the musical and visual components</li> <li>Shows creativity and originality in the use of the components</li> <li>Creates effective complement to the idiomatic style of the entire program</li> <li>Offers consistent pacing through which the audience is engaged</li> <li>Displays effective presentation of climaxes and impacts</li> <li>Offers aesthetic and intellectual considerations</li> <li>Delivers a wide variety of effects</li> <li>Creates opportunities for emotional responses for the audience</li> </ul>	<ul style="list-style-type: none"> <li>Display an effective level of communication with the audience</li> <li>Engages the audience at all times</li> <li>Delivers a high level of excellence and artistry to contribute to the effect</li> <li>Display an emotional intensity</li> <li>Offer an understanding of their roles and responsibilities while displaying confidence</li> <li>Delivers nuance, detail and refinement through the intent of the program design</li> <li>Maintain the shaping and contouring of the program</li> </ul>

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# GENERAL EFFECT VISUAL

Performing Unit: _____
Class: _____ Date: _____
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*Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components that contributes to the effect. The performers are measured partly through excellence but, more significantly, in their ability to communicate the product to the audience.*

EFFECTIVENESS OF THE VISUAL REPERTOIRE	100 points	
Coordination & staging of elements Pacing Concept Interpretation & coordination of the music Tension & Release	Impact & Climaxes Aesthetic/Emotional/Intellectual Appeal Creativity, Originality & Imagination The usage of Movement, Form & Color Continuity	
EFFECTIVENESS OF THE VISUAL PERFORMER	100 points	
Communication Artistry Emotional Intensity Nuance, Detail & Refinement	Expressive Effect Involvement Excellence/Professionalism as effect	
Judge _____	<b>TOTAL</b> (Possible 200)	



# GENERAL EFFECT VISUAL

Performing Unit: _____
Class: _____ Date: _____
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*Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components that contributes to the effect. The performers are measured partly through excellence but, more significantly, in their ability to communicate the product to the audience.*

EFFECTIVENESS OF THE REPERTOIRE	100 points	
Coordination & staging of elements Pacing Concept Interpretation & coordination of the music Tension & Release	Impact & Climaxes Aesthetic/Emotional/Intellectual Appeal Creativity, Originality & Imagination The usage of Movement, Form & Color Continuity	
EFFECTIVENESS OF THE PERFORMER	100 points	
Communication Artistry Emotional Intensity Nuance, Detail & Refinement	Expressive Effect Involvement Excellence/Professionalism as effect	
Judge _____	<b>TOTAL</b> (Possible 200)	

# GENERAL EFFECT VISUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

EFFECTIVENESS OF THE REPERTOIRE	EFFECTIVENESS OF THE PERFORMERS
<ul style="list-style-type: none"> <li>Displays the concept clearly</li> <li>Displays effective coordination among the visual elements</li> <li>Displays effective coordination between the musical and visual components</li> <li>Shows creativity and originality in the use of the components of the program</li> <li>Creates effective interpretation through body, and/or form and/or equipment</li> <li>Offers consistent pacing through which the audience is engaged</li> <li>Displays effective staging of elements and timing of effects</li> <li>Offers aesthetic and intellectual considerations</li> <li>Delivers a wide variety of effects</li> <li>Creates opportunities for emotional responses for the audience</li> </ul>	<ul style="list-style-type: none"> <li>Display an effective level of communication with the audience</li> <li>Engages the audience at all times</li> <li>Delivers a high level of excellence and artistry to contribute to the effect</li> <li>Display an emotional intensity</li> <li>Offer an understanding of their roles and responsibilities while displaying confidence</li> <li>Delivers nuance, detail and refinement through the intent of the program design</li> <li>Maintain the shaping and contouring of the program</li> </ul>

**\*\*The level of reward is achieved by weighing all factors of effect.\*\***

# GENERAL EFFECT VISUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

EFFECTIVENESS OF THE REPERTOIRE	EFFECTIVENESS OF THE PERFORMERS
<ul style="list-style-type: none"> <li>Displays the concept clearly</li> <li>Displays effective coordination among the visual elements</li> <li>Displays effective coordination between the musical and visual components</li> <li>Shows creativity and originality in the use of the components</li> <li>Creates effective interpretation through body, and/or form and/or equipment</li> <li>Offers consistent pacing through which the audience is engaged</li> <li>Displays effective staging of elements and timing of effects</li> <li>Offers aesthetic and intellectual considerations</li> <li>Delivers a wide variety of effects</li> <li>Creates opportunities for emotional responses for the audience</li> </ul>	<ul style="list-style-type: none"> <li>Display an effective level of communication with the audience</li> <li>Engages the audience at all times</li> <li>Delivers a high level of excellence and artistry to contribute to the effect</li> <li>Display an emotional intensity</li> <li>Offer an understanding of their roles and responsibilities while displaying confidence</li> <li>Delivers nuance, detail and refinement through the intent of the program design</li> <li>Maintain the shaping and contouring of the program</li> </ul>

**\*\*The level of reward is achieved by weighing all factors of effect.\*\***



# ENSEMBLE MUSIC

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the achievement of all musical elements. The winds, percussion/electronics contribute to the success of the musical performance. Recognize the complexity of what is being performed and acknowledge how well it is being performed.*

ACHIEVEMENT OF MUSICIANSHIP	100 points	
Shaping Dynamics / Contrast Inflection / Expression Phrasing	Interpretation of Musical Style Depth of Musical Challenge Clarity and Uniformity Consideration of the totality of the environment	
SOUND / TUNING / TECHNIQUE	100 points	
Quality of Sound and Tone Consistency of timbre and sonority Tuning of Winds and Percussion Breath Support and Embouchure Balance & Blend (to ALL SECTIONS)	Cohesiveness with respect to tempo and pulse control Rhythmic Accuracy Demonstration of Articulation Accuracy Attacks and Releases Consideration of the totality of the environment	
Judge _____	<b>TOTAL</b> (Possible 200)	



# ENSEMBLE MUSIC

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the achievement of all musical elements. The winds, percussion/electronics contribute to the success of the musical performance. Recognize the complexity of what is being performed and acknowledge how well it is being performed.*

ACHIEVEMENT OF MUSICIANSHIP	100 points	
Shaping Dynamics / Contrast Inflection / Expression Phrasing	Interpretation of Musical Style Depth of Musical Challenge Clarity and Uniformity Consideration of the totality of the environment	
SOUND / TUNING / TECHNIQUE	100 points	
Quality of Sound and Tone Consistency of timbre and sonority Tuning of Winds and Percussion Breath Support and Embouchure Balance & Blend (to ALL SECTIONS)	Cohesiveness with respect to tempo and pulse control Rhythmic Accuracy Demonstration of Articulation Accuracy Attacks and Releases Consideration of the totality of the environment	
Judge _____	<b>TOTAL</b> (Possible 200)	

# ENSEMBLE MUSIC



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

ACHIEVEMENT OF MUSICIANSHIP: ENSEMBLE	SOUND/TUNING/TECHNIQUE : ENSEMBLE
<p>Demonstrates quality shaping, inflection, phrasing and expression in winds, percussion and electronics</p> <p>Demonstrates a variety of dynamics in winds, percussion to include control, quality and contrast</p> <p>Demonstrates uniform accentuation and clarity in winds, percussion and electronics</p> <p>Demonstrates a range of musical demands with quality and control</p> <p>Presents appropriate styler for any chosen idiom</p> <p>Works with environmental changes</p>	<p>Presents characteristic tone in winds and percussion</p> <p>Demonstrates focused sound and centered pitch</p> <p>Presents proper and consistent tuning within/between winds and percussion</p> <p>Presents proper balance and blend within/between all sections including electronics</p> <p>Presents accurate rhythmic interpretation within/among all sections</p> <p>Works with environmental challenges</p> <p>Attacks and Releases are unified and musically satisfying</p> <p>Demonstrates control of precision and tempo</p> <p>Demonstrates achievement in technical facility and articulations as required in the orchestration</p>

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

# ENSEMBLE MUSIC



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

ACHIEVEMENT OF MUSICIANSHIP: ENSEMBLE	SOUND/TUNING/TECHNIQUE : ENSEMBLE
<p>Demonstrates quality shaping, inflection, phrasing and expression in winds, percussion and electronics</p> <p>Demonstrates a variety of dynamics in winds, percussion to include control, quality and contrast</p> <p>Demonstrates uniform accentuation and clarity in winds, percussion and electronics</p> <p>Demonstrates a range of musical demands with quality and control</p> <p>Presents appropriate styler for any chosen idiom</p> <p>Works with environmental changes</p>	<p>Presents characteristic tone in winds and percussion</p> <p>Demonstrates focused sound and centered pitch</p> <p>Presents proper and consistent tuning within/between winds and percussion</p> <p>Presents proper balance and blend within/between all sections including electronics</p> <p>Presents accurate rhythmic interpretation within/among all sections</p> <p>Works with environmental challenges</p> <p>Attacks and Releases are unified and musically satisfying</p> <p>Demonstrates control of precision and tempo</p> <p>Demonstrates achievement in technical facility and articulations as required in the orchestration</p>

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



# MUSIC PERFORMANCE INDIVIDUAL

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the achievement of all musical elements. The winds, percussion/electronics contribute to the success of the musical performance. Recognize the complexity of what is being performed and acknowledge how well it is being performed.*

ACHIEVEMENT OF MUSICIANSHIP	100 points	
Consistency of Tone Quality Intonation and Tuning Proper Instrument Sound Quality Inflection / Expression Phrasing / Shaping	Depth of Musical Challenges Clarity Uniformity Consideration of the total environment	
METHOD AND TIMING	100 points	
Accuracy & Definition Attacks & Releases Articulation Methodology and Uniformity Stick/Mallet Control & Placement for Percussionists	Pulse & Tempo Control Simultaneous Responsibilities Depth of Physical Challenge Depth of Environmental Challenge	
Judge _____	<b>TOTAL</b> (Possible 200)	



# MUSIC PERFORMANCE INDIVIDUAL

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Class: _____ Date: _____
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*Evaluate the achievement of all musical elements. The winds, percussion/electronics contribute to the success of the musical performance. Recognize the complexity of what is being performed and acknowledge how well it is being performed.*

ACHIEVEMENT OF MUSICIANSHIP	100 points	
Consistency of Tone Quality Intonation and Tuning Proper Instrument Sound Quality Inflection / Expression Phrasing / Shaping	Depth of Musical Challenges Clarity Uniformity Consideration of the total environment	
METHOD AND TIMING	100 points	
Accuracy & Definition Attacks & Releases Articulation Methodology and Uniformity Stick/Mallet Control & Placement for Percussionists	Pulse & Tempo Control Simultaneous Responsibilities Depth of Physical Challenge Depth of Environmental Challenge	
Judge _____	<b>TOTAL</b> (Possible 200)	

# MUSIC PERFORMANCE INDIVIDUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN ACHIEVEMENT OF MUSIC	CONSIDERATIONS IN METHOD AND TIMING
<p>Demonstrates characteristic tone quality on all winds and percussion instruments</p> <p>Demonstrates quality phrasing and expression</p> <p>Demonstrates a variety of dynamics and quality control</p> <p>Demonstrates a range of musical demands with quality and control</p> <p>Demonstrates the ability to manage and adjust to the conditions and physical placement of the players performance environment</p> <p>Demonstrates techniques characteristic of high quality playing</p> <p>Demonstrates a uniform idiomatic interpretation and approach</p> <p>Demonstrates phrases uniformity with expression from beginning to end</p>	<p>Demonstrates proper articulation</p> <p>Demonstrates dexterity with control where applicable</p> <p>Demonstrates achievement in attacks and releases</p> <p>Demonstrates precision in pulse, timing and rhythmic accuracy</p> <p>Demonstrates pitch that is focused and centered individually and in small groups</p> <p>Demonstrates quality and control of air flow</p> <p>Demonstrates proper keyboard/mallet dexterity - 2 mallet and multi mallet grips and timpani grips, if applicable</p> <p>Demonstrates appropriate approach, touch and weight of stroke and timbres created</p>

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

# MUSIC PERFORMANCE INDIVIDUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
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CONSIDERATIONS IN ACHIEVEMENT OF MUSIC	CONSIDERATIONS IN METHOD AND TIMING
<p>Demonstrates characteristic tone quality on all winds and percussion instruments</p> <p>Demonstrates quality phrasing and expression</p> <p>Demonstrates a variety of dynamics and quality control</p> <p>Demonstrates a range of musical demands with quality and control</p> <p>Demonstrates the ability to manage and adjust to the conditions and physical placement of the players performance environment</p> <p>Demonstrates techniques characteristic of high quality playing</p> <p>Demonstrates a uniform idiomatic interpretation and approach</p> <p>Demonstrates phrases uniformity with expression from beginning to end</p>	<p>Demonstrates proper articulation</p> <p>Demonstrates dexterity with control where applicable</p> <p>Demonstrates achievement in attacks and releases</p> <p>Demonstrates precision in pulse, timing and rhythmic accuracy</p> <p>Demonstrates pitch that is focused and centered individually and in small groups</p> <p>Demonstrates quality and control of air flow</p> <p>Demonstrates proper keyboard/mallet dexterity - 2 mallet and multi mallet grips and timpani grips, if applicable</p> <p>Demonstrates appropriate approach, touch and weight of stroke and timbres created</p>

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## VISUAL PERFORMANCE INDIVIDUAL

Performing Unit: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sanctioned Regional: \_\_\_\_\_

*Evaluate the overall skill of the performers through their achievement, which measures their ability to perform the responsibilities, not only of the visual, but also in combination with their musical responsibilities.*

TECHNIQUE AND TRAINING	100 points	
Demonstration of fundamentals of chosen technique Individual alignment & intended variations Qualities and variations of effort among individuals Variety of responsibilities	Demonstration of principles of balance, posture, weights shifts, etc. Poise in movement and equipment Variations among equipment/instruments Demonstration of control challenges in meter & velocity	
QUALITY OF ACHIEVEMENT	100 points	
Uniformity of Method/Style Challenges of the visual repertoire Timing of feet and choreography Overall control of form and space Compatibility between performer/responsibilities	Spacing and alignment of form in small segments Precision with respect to the challenge Effort changes Recovery Pulse Control Confidence	
Judge _____	<b>TOTAL</b> (Possible 200)	



## VISUAL PERFORMANCE INDIVIDUAL

Performing Unit: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sanctioned Regional: \_\_\_\_\_

*Evaluate the overall skill of the performers through their achievement, which measures their ability to perform the responsibilities, not only of the visual, but also in combination with their musical responsibilities.*

TECHNIQUE AND TRAINING	100 points	
Demonstration of fundamentals of chosen technique Individual alignment & intended variations Qualities and variations of effort among individuals	Depth of Musical Challenge Clarity Simultaneous Responsibilities Consideration of the total environment	
QUALITY OF ACHIEVEMENT	100 points	
Uniformity of Method/Style Challenges of the visual repertoire Timing of feet and choreography Overall control of form and space Compatibility between performer/responsibilities	Spacing and alignment of form in small segments Precision with respect to the challenge Effort changes Recovery Pulse Control Confidence	
Judge _____	<b>TOTAL</b> (Possible 200)	

# VISUAL PERFORMANCE INDIVIDUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN TECHNIQUE & TRAINING	CONSIDERATIONS IN ACHIEVEMENT
<p>Display clearly defined &amp; refined styles of movement</p> <p>Display carefully refined footwork for any &amp; all situations</p> <p>Display a variety of visual challenges</p> <p>Create a defined display of general principle of movement</p> <p>Show Clearly defined expressive qualities</p> <p>Offer poise and assuredness with an understanding of recovery</p> <p>Display an understanding of training</p> <p>Offer clearly defined technique and training through auxiliary equipment</p> <p>Display an overall understanding of their overall environment of performance</p> <p>Display a variety and layering of skills in movement</p>	<p>Display achievement in space and line</p> <p>Offer a clarity of articulation in any auxiliary equipment</p> <p>Display control over visual responsibilities</p> <p>Deliver a high level of precision</p> <p>Offer an understanding of their responsibilities</p> <p>Display control of the musical challenges that are simultaneously occurring</p> <p>Display a uniform application in the range of effort changes</p> <p>Display awareness of postural centering and balance</p>

**\*\*The level of reward is achieved by weighing all individual movement factors.\*\***

# VISUAL PERFORMANCE INDIVIDUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN TECHNIQUE & TRAINING	CONSIDERATIONS IN ACHIEVEMENT
<p>Display clearly defined &amp; refined styles of movement</p> <p>Display carefully refined footwork for any &amp; all situations</p> <p>Display a variety of visual challenges</p> <p>Create a defined display of general principle of movement</p> <p>Show Clearly defined expressive qualities</p> <p>Offer poise and assuredness with an understanding of recovery</p> <p>Display an understanding of training</p> <p>Offer clearly defined technique and training through auxiliary equipment</p> <p>Display an overall understanding of their overall environment of performance</p> <p>Display a variety and layering of skills in movement</p>	<p>Display achievement in space and line</p> <p>Offer a clarity of articulation in any auxiliary equipment</p> <p>Display control over visual responsibilities</p> <p>Deliver a high level of precision</p> <p>Offer an understanding of their responsibilities</p> <p>Display control of the musical challenges that are simultaneously occurring</p> <p>Display a uniform application in the range of effort changes</p> <p>Display awareness of postural centering and balance</p>

**\*\*The level of reward is achieved by weighing all individual movement factors.\*\***



# ENSEMBLE VISUAL

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the skill of the writing team through the composition process. Evaluate the overall skill of all performers through the achievement, which measures their ability to perform the responsibilities not only of the visual but also to perform the visual in combination with their musical responsibilities.*

COMPOSITION	100 points	
Logical development over time Depth and layering over time Variety in design and responsibilities Use of stage, color and props in design	Clarity of emphasis Music interpretation Artistic Expression Variety and challenge of responsibilities	
ACHIEVEMENT	100 points	
Demonstration of ensemble training Technique for ensemble cohesiveness Clarity of form, body, movement and equipment Recovery Projection of style	Control of space Achievement of effort changes Ensemble Cohesiveness Precision with respect to challenges and responsibilities	
Judge _____	<b>TOTAL</b> (Possible 200)	



# ENSEMBLE VISUAL

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

*Evaluate the skill of the writing team through the composition process. Evaluate the overall skill of all performers through the achievement, which measures their ability to perform the responsibilities not only of the visual but also to perform the visual in combination with their musical responsibilities.*

COMPOSITION	100 points	
Logical development over time Depth and layering over time Variety in design and responsibilities Use of stage, color and props in design	Clarity of emphasis Music interpretation Artistic Expression Variety and challenge of responsibilities	
ACHIEVEMENT	100 points	
Demonstration of ensemble training Technique for ensemble cohesiveness Clarity of form, body, movement and equipment Recovery Projection of style	Control of space Achievement of effort changes Ensemble Cohesiveness Precision with respect to challenges and responsibilities	
Judge _____	<b>TOTAL</b> (Possible 200)	

# ENSEMBLE VISUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS OF COMPOSITION: ENSEMBLE	CONSIDERATIONS IN ACHIEVEMENT : ENSEMBLE
<p>Displays an integrated and unified development</p> <p>Displays quality of composition in body and/or form and/or equipment</p> <p>Shows creativity or original and/or variety of design and responsibilities</p> <p>Offers a variety of challenges to the performers</p> <p>Displays auxiliary in a complimentary and integrated manner</p> <p>Develops and presents musicality in form and/or body and/or equipment</p> <p>Offers detail and nuance through expression and design</p>	<p>Displays an effective level of ensemble training</p> <p>Displays an effective level of technique</p> <p>Displays overall achievement in form and/or body and/or equipment</p> <p>Delivers an achievement of expressive opportunities</p> <p>Displays a wide variety of responsibilities</p> <p>Displays and achieves a wide range of skills in the auxiliary</p> <p>Displays a compatibility between their challenges and achievement</p>

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

# ENSEMBLE VISUAL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS OF COMPOSITION: ENSEMBLE	CONSIDERATIONS IN ACHIEVEMENT : ENSEMBLE
<p>Displays an integrated and unified development</p> <p>Displays quality of composition in body and/or form and/or equipment</p> <p>Shows creativity or original and/or variety of design and responsibilities</p> <p>Offers a variety of challenges to the performers</p> <p>Displays auxiliary in a complimentary and integrated manner</p> <p>Develops and presents musicality in form and/or body and/or equipment</p> <p>Offers detail and nuance through expression and design</p>	<p>Displays an effective level of ensemble training</p> <p>Displays an effective level of technique</p> <p>Displays overall achievement in form and/or body and/or equipment</p> <p>Delivers an achievement of expressive opportunities</p> <p>Displays a wide variety of responsibilities</p> <p>Displays and achieves a wide range of skills in the auxiliary</p> <p>Displays a compatibility between their challenges and achievement</p>

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

# FMBC

## COLOR GUARD / AUXILIARY

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

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

PROGRAM CONTENT AND VOCABULARY	100 points	
Use of form, body & equipment Use of expressive components of space, time, weight & flow Variety of movement Visual musicality	Integration with winds and percussion Use of auxiliary within the overall design Clarity of emphasis Musical structure, phrasing and nuances Staging and Spacing	
ACHIEVEMENT THROUGH FORM, BODY AND EQUIPMENT	100 points	
Uniformity of Method/Style Challenges of the visual repertoire Timing of feet and choreography Overall control of form and space Compatibility between performer/ responsibilities	Spacing and alignment of form in small segments Precision with respect to the challenge Effort changes Recovery Pulse Control Confidence	
Judge _____	<b>TOTAL</b> (Possible 200)	

# FMBC

## COLOR GUARD / AUXILIARY

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

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

PROGRAM CONTENT AND VOCABULARY	100 points	
Use of form, body & equipment Use of expressive components of space, time, weight & flow Variety of movement Visual musicality	Integration with winds and percussion Use of auxiliary within the overall design Clarity of emphasis Musical structure, phrasing and nuances Staging and Spacing	
ACHIEVEMENT THROUGH FORM, BODY AND EQUIPMENT	100 points	
Uniformity of Method/Style Challenges of the visual repertoire Timing of feet and choreography Overall control of form and space Compatibility between performer/ responsibilities	Spacing and alignment of form in small segments Precision with respect to the challenge Effort changes Recovery Pulse Control Confidence	
Judge _____	<b>TOTAL</b> (Possible 200)	

## COLOR GUARD / AUXILIARY

**FMBC**

RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN CONTENT AND VOCABULARY	CONSIDERATIONS IN ACHIEVEMENT
<p>Display visual musicality through form, body &amp; equipment</p> <p>Display depth, variety and layering in form, body, equipment</p> <p>Display a range of quality expression in space, time, weight &amp; flow</p> <p>Display a variety of challenges among the performers</p> <p>Show detail and nuance in the overall content</p> <p>Is an integral part of the overall design and design process</p> <p>Display creativity and imagination</p> <p>Display quality staging</p>	<p>Display a consistent compatibility between the performers and their responsibilities</p> <p>Show a consistent achievement of all responsibilities and the ability to recover</p> <p>Deliver an achievement of expressive opportunities through form, body and equipment</p> <p>Offer success in dealing with roles and overall identity</p> <p>Demonstrate an understanding of responsibilities</p> <p>Demonstrate and overall achievement of techniques and styles</p> <p>Demonstrate articulation and precision with respect to time and position</p>

**\*\*The level of reward is achieved by weighing all factors of the Auxiliary.\*\***

## COLOR GUARD / AUXILIARY

**FMBC**

RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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CONSIDERATIONS IN CONTENT AND VOCABULARY	CONSIDERATIONS IN ACHIEVEMENT
<p>Display visual musicality through form, body &amp; equipment</p> <p>Display depth, variety and layering in form, body, equipment</p> <p>Display a range of quality expression in space, time, weight &amp; flow</p> <p>Display a variety of challenges among the performers</p> <p>Show detail and nuance in the overall content</p> <p>Is an integral part of the overall design and design process</p> <p>Display creativity and imagination</p> <p>Display quality staging</p>	<p>Display a consistent compatibility between the performers and their responsibilities</p> <p>Show a consistent achievement of all responsibilities and the ability to recover</p> <p>Deliver an achievement of expressive opportunities through form, body and equipment</p> <p>Offer success in dealing with roles and overall identity</p> <p>Demonstrate an understanding of responsibilities</p> <p>Demonstrate and overall achievement of techniques and styles</p> <p>Demonstrate articulation and precision with respect to time and position</p>

**\*\*The level of reward is achieved by weighing all factors of the Auxiliary.\*\***



# PERCUSSION-FIELD LEVEL

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

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

MUSICIANSHIP	100 points	
Shaping Dynamics/Contrast Inflection/Expression Phrasing Tuning	Idiomatic interpretation Depth of Musical Challenges Clarity and Uniformity Consideration of the total environment Communication with and among ALL sections	
QUALITY OF TECHNIQUE	100 points	
Timing and rhythmic accuracy Consistency of timbre, blend and balance Stick and mallet control Technical proficiency Note accuracy (for keyboards and other pitched instruments)	Tempo and pulse control Appropriate/effective arm and wrist techniques Clarity & uniformity of articulation Depth of musical & physical challenges Depth of the environmental challenges	
Judge _____	<b>TOTAL</b> (Possible 200)	



# PERCUSSION-FIELD LEVEL

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

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

MUSICIANSHIP	100 points	
Shaping Dynamics/Contrast Inflection/Expression Phrasing Tuning	Idiomatic interpretation Depth of Musical Challenges Clarity and Uniformity Consideration of the total environment Communication with and among ALL sections	
QUALITY OF TECHNIQUE	100 points	
Timing and rhythmic accuracy Consistency of timbre, blend and balance Stick and mallet control Technical proficiency Note accuracy (for keyboards and other pitched instruments)	Tempo and pulse control Appropriate/effective arm and wrist techniques Clarity & uniformity of articulation Depth of musical & physical challenges Depth of the environmental challenges	
Judge _____	<b>TOTAL</b> (Possible 200)	

# PERCUSSION-FIELD LEVEL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN MUSICIANSHIP	CONSIDERATIONS IN QUALITY OF TECHNIQUE
<p>Communicate clear, meaningful and expressive musical passages with a sense of role &amp; purpose</p> <p>Offers consistent shape &amp; direction in unified ideas</p> <p>Offers intended style gracefully and accurately</p> <p>Communicate intended idiom clearly</p> <p>Displays consistent quality tuning throughout the section</p>	<p>Demonstrates control of timing &amp; rhythm</p> <p>Displays consistent temp control</p> <p>Displays clarity of articulation</p> <p>Demonstrates consistency of timbre, blend &amp; balance</p> <p>Demonstrates and awareness of all responsibilities</p> <p>Achieves musical/physical demands requiring ability and skill throughout the program</p> <p>Demonstrates control of pitch by timpanist(s) (if applicable)</p> <p>Displays proficiency and uniformity of technique(s)</p>

**\*\*The level of reward is achieved by weighing the achievement of all percussionists.\*\***

# PERCUSSION-FIELD LEVEL



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN MUSICIANSHIP	CONSIDERATIONS IN QUALITY OF TECHNIQUE
<p>Communicate clear, meaningful and expressive musical passages with a sense of role &amp; purpose</p> <p>Offers consistent shape &amp; direction in unified ideas</p> <p>Offers intended style gracefully and accurately</p> <p>Communicate intended idiom clearly</p> <p>Displays consistent quality tuning throughout the section</p>	<p>Demonstrates control of timing &amp; rhythm</p> <p>Displays consistent temp control</p> <p>Displays clarity of articulation</p> <p>Demonstrates consistency of timbre, blend &amp; balance</p> <p>Demonstrates and awareness of all responsibilities</p> <p>Achieves musical/physical demands requiring ability and skill throughout the program</p> <p>Demonstrates control of pitch by timpanist(s) (if applicable)</p> <p>Displays proficiency and uniformity of technique(s)</p>

**\*\*The level of reward is achieved by weighing the achievement of all percussionists..\*\***





# DRUM MAJOR/FIELD COMMANDER

Performing Unit: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sanctioned Regional: \_\_\_\_\_

*Reward the training, skills and achievements of the Drum Major/Field Commander. Recognize the quality of leadership, musicianship and variety of techniques in conducting.*

<b>CONDUCTING</b>		<b>100 points</b>
Clear expression of pattern Expression of dynamics Phrasing The ability to maintain a consistent style or styles throughout the presentation	Subtle or overt motion and innuendo to help instill musical confidence in the ensemble Clarity of pattern Communication with and among ALL sections	
<b>LEADERSHIP/PRESENCE</b>		<b>100 points</b>
Execution of introductory Salutation to the audience Clear audible commands, if and when used A projected control of the performing ensemble	Appropriate/effective arm and wrist techniques Body carriage and posture Dignity, intensity, confidence Ability to adjust to situations and conditions such as phasing, echo, etc	
Judge _____		<b>TOTAL</b> (Possible 200)



# DRUM MAJOR/FIELD COMMANDER

Performing Unit: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sanctioned Regional: \_\_\_\_\_

*Reward the training, skills and achievements of the Drum Major/Field Commander. Recognize the quality of leadership, musicianship and variety of techniques in conducting.*

<b>CONDUCTING</b>		<b>100 points</b>
Clear expression of pattern Expression of dynamics Phrasing The ability to maintain a consistent style or styles throughout the presentation	Subtle or overt motion and innuendo to help instill musical confidence in the ensemble Clarity of pattern Communication with and among ALL sections	
<b>LEADERSHIP/PRESENCE</b>		<b>100 points</b>
Execution of introductory Salutation to the audience Clear audible commands, if and when used A projected control of the performing ensemble	Appropriate/effective arm and wrist techniques Body carriage and posture Dignity, intensity, confidence Ability to adjust to situations and conditions such as phasing, echo, etc	
Judge _____		<b>TOTAL</b> (Possible 200)

# DRUM MAJORS/FIELD CONDUCTORS



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
0-29			30-49			50-69			70-89			90-100		
BOX 1			BOX 2			BOX 3			BOX 4			BOX 5		
10	20	29	36	43	49	56	63	69	76	83	89	93	96	100

CONSIDERATIONS IN CONDUCTING					CONSIDERATIONS IN LEADERSHIP/PRESENCE				
Meter definition Pattern Consistency Control of time and tempo Cues Musicianship					Voice Project (If applicable) Displayed Leadership Salute Quality and appropriateness Communication skills to students on the field Projection of Style Display of confidence and maturity Posture and Presence Control of the ensemble				

# DRUM MAJORS/FIELD CONDUCTORS



RARELY FAIR			INFREQUENTLY GOOD			SOMETIMES EXCELLENT			USUALLY SUPERIOR			ALWAYS DISTINGUISHED		
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CONSIDERATIONS IN CONDUCTING					CONSIDERATIONS IN LEADERSHIP/PRESENCE				
Meter definition Pattern Consistency Control of time and tempo Cues Musicianship					Voice Project (If applicable) Displayed Leadership Salute Quality and appropriateness Communication skills to students on the field Projection of Style Display of confidence and maturity Posture and Presence Control of the ensemble				



# TIMING AND PENALTIES

Performing Unit: _____	
Class: _____	Date: _____
Sanctioned Regional: _____	

<b>FIELD TIME:</b>		
<b>RECORD ACTUAL BAND SET UP START TIME:</b>		
(Usually same as designated start time. If band is not present at starting line through its own fault or refuses to enter the competition area in a timely manner, record the time they actually cross the entrance line)	_____ <b>HR</b>	_____ <b>MIN</b>
<b>RECORD ACTUAL BAND SET UP TIME:</b>		
Total set up time (Ex: 3 min 50 sec)	_____ <b>MIN</b>	_____ <b>SEC</b>
<b>DELAY IN START TIME:</b>		
	_____ <b>MIN</b>	_____ <b>SEC</b>
<b>RECORD WHEN ON FIELD TIME ENDS:</b>		
Band leaves the field or clears the Exit line	_____ <b>HR</b>	_____ <b>MIN</b>
START TIME PENALTY IS: x .05 per each minute or fraction thereof. Penalty is waived if show time starts within 4 minutes of starter designated start time, or if total performance time is less than 15 minutes. SHOW TIMING PENALTY: x 0.1 for every 3 seconds over 15 minutes unless band has cleared the field and is on its way to exit line. One additional minute is permitted without penalty		<b>Penalty</b>
<b>PERFORMANCE TIME:</b>		
<b>RECORD WHEN PERFORMANCE BEGINS:</b>		
First note of music or first movement (if show has begun with 4 minutes, start timing 4 minutes after Designated Set Up)	_____ <b>HR</b>	_____ <b>MIN</b>
<b>RECORD WHEN PERFORMANCE ENDS</b>		
Last note of music, or last performer movement, or Drum Major closing salute, logical ending of show	_____ <b>HR</b>	_____ <b>MIN</b>
<b>TOTAL PERFORMANCE TIME</b>		
After band logically is crossing exit line	_____ <b>MIN</b>	_____ <b>SEC</b>
x 0.1 for every 3 seconds under 7 minutes or over 11 minutes		<b>Penalty</b>
<b>RECORD TOTAL NUMBER OF WINDS AND ALL PERCUSSION</b>		
<b>1A= 1-30    2A= 31-50    3A= 51-75    4A=76-100    5A= 101+</b> _____	<b>TOTAL</b>	
x 0.5 for each Wind or Percussion player over or under the allowable number		<b>Penalty</b>
<b>OTHER VIOLATIONS AND PENALTIES</b>		
ELECTRONICS (Others may adjust levels max of 2 times)	0.5 and up	_____
CONDUCTING/CUEING BAND	0.5 per incident	_____
PERFORMING OUT OF SEQUENCE (Band does not report on time)	1.0 per placement	_____
UNSPORTSMANLIKE CONDUCT (Describe) _____	Contest Director Discretion	_____
OTHER (Describe) _____	Contest Director Discretion	_____
<b>Judge</b> _____		<b>Total Penalties</b>



# PERCUSSION-PRESS BOX

Performing Unit: _____
Class: _____ Date: _____
Sanctioned Regional: _____

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

MUSICIANSHIP	100 points	
Shaping Dynamics/Contrast Inflection/Expression Phrasing Tuning	Idiomatic interpretation Depth of Musical Challenges Clarity and Uniformity Consideration of the total environment Communication within and among ALL sections	
QUALITY OF TECHNIQUE	100 points	
Timing and rhythmic accuracy Consistency of timbre, blend and balance Ensemble cohesiveness Note accuracy (for keyboards and other pitched instruments)	Tempo and pulse control Appropriate/effective arm and wrist techniques Clarity & uniformity of articulation Depth of musical & physical challenges Depth of the environmental challenges	
Judge _____	<b>TOTAL</b> (Possible 200)	



# PERCUSSION-PRESS BOX

Performing Unit: _____
Class: _____ Date: _____
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Judge _____	<b>TOTAL</b> (Possible 200)	

# PERCUSSION-PRESS BOX

**FMBC**

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CONSIDERATIONS IN MUSICIANSHIP	CONSIDERATIONS IN QUALITY OF TECHNIQUE
<p>Communicate clear, meaningful and expressive musical passages with a sense of role &amp; purpose</p> <p>Demonstrate consistent quality and sonority in unified ideas</p> <p>Communicate intended style tastefully and accurately</p> <p>Communicate intended idiom clearly</p> <p>Demonstrate characteristic timbre and quality of sound throughout the section</p> <p>Demonstrate musicality and the subtleties of expression and interpretation</p>	<p>Demonstrates control of timing &amp; rhythm</p> <p>Display consistent tempo control</p> <p>Display clarity of articulation</p> <p>Demonstrates consistency of timbre, blend &amp; balance (also proper balance to winds)</p> <p>Demonstrates and awareness of all responsibilities</p> <p>Achieves musical/physical demands requiring ability and skill throughout the program</p> <p>Demonstrate a variety of musical techniques with quality and control</p> <p>Demonstrates control of pitch by timpanist(s) (if applicable)</p> <p>Displays proficiency and uniformity of technique(s)</p>

**\*\*The level of reward is achieved by weighing the achievement of all percussionists.\*\***

# PERCUSSION-PRESS BOX

**FMBC**

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**\*\*The level of reward is achieved by weighing the achievement of all percussionists.\*\***