

# effect-music

## marching percussion ensembles

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

### overall effect

- Program
- Creativity
- Communication
- Engagement
- Coordination
- Range of Effects

score

100

### music effect

- The Musical Journey
- Creativity
- Musicianship
- Artistry
- Excellence as Effect

score

100



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

## overall effect

*who had the greater understanding/achievement as it relates to...*

**Class A**  
Basic Concepts & Skills

**Open Class**  
Intermediate Concepts & Skills

**World Class**  
Advanced Concepts & Skills

**Program:** The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.

**Creativity:** The originality, uniqueness, and imagination infused into the overall program and presentation.

**Communication:** The performance techniques that effectively express ideas and connect with the audience.

**Engagement:** The ability to secure, captivate, and sustain the attention of the audience.

**Coordination:** The harmonious combination and interaction of musical and visual elements that together elevate the program.

**Range of Effects:** The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.

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

## music effect

*who had the greater understanding/achievement as it relates to...*

**Class A**  
Basic Concepts & Skills

**Open Class**  
Intermediate Concepts & Skills

**World Class**  
Advanced Concepts & Skills

**The Musical Journey:** The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.

**Creativity:** The originality, uniqueness, and imagination infused into the musical program and presentation.

**Musicianship:** The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.

**Artistry:** The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.

**Excellence as Effect:** The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.

### SUB-CAPTION SPREADS

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



# effect-visual

## marching percussion ensembles

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

### overall effect

- Program
- Creativity
- Communication
- Engagement
- Coordination
- Range of Effects

score

100

### visual effect

- The Visual Journey
- Creativity
- Musicality
- Artistry
- Excellence as Effect

score

100



# effect-visual

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

## overall effect

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Concepts & Skills
- Open Class**  
Intermediate Concepts & Skills
- World Class**  
Advanced Concepts & Skills

**Program:** The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.

**Creativity:** The originality, uniqueness, and imagination infused into the overall program and presentation.

**Communication:** The performance techniques that effectively express ideas and connect with the audience.

**Engagement:** The ability to secure, captivate, and sustain the attention of the audience.

**Coordination:** The harmonious combination and interaction of musical and visual elements that together elevate the program.

**Range of Effects:** The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.

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<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply

## visual effect

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Concepts & Skills
- Open Class**  
Intermediate Concepts & Skills
- World Class**  
Advanced Concepts & Skills

**The Visual Journey:** The effective use of form, movement, color, and characterization to establish and sustain intellectual, emotional, and aesthetic relationships over time.

**Creativity:** The originality, uniqueness, and imagination infused into the visual program and presentation.

**Musicality:** The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.

**Artistry:** The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.

**Excellence as Effect:** The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer.

### SUB-CAPTION SPREADS

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



# music

## marching percussion ensembles

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and degree of achievement demonstrated by the performers over time.

### composition

- Orchestration
  - Elements of Design
    - Melody - Harmony - Rhythm - Dynamics*
  - Range of Content
  - Variety
  - Continuity
- Clarity of Intent
- Simultaneous Responsibility

score

100

### performance quality

- Sound Production
- Musicianship
- Rhythmic Clarity
- Uniformity
- Ensemble Cohesiveness

score

100



# music

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and degree of achievement demonstrated by the performers over time.

## composition

- Class A**  
Basic Concepts
- Open Class**  
Intermediate Concepts
- World Class**  
Advanced Concepts

**who had the greater understanding/achievement as it relates to...**

**Orchestration (Horizontal & Vertical):** The arrangement and coordination of musical devices, both through time and in any one moment of time.

**Elements of Design:** The purposeful use of melody, harmony, rhythm, and dynamics within the program.

**Range of Content:** The purposeful use of musical and technical repertoire and vocabulary in the program.

**Variety:** The purposeful use of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.

**Continuity:** The successful combination of all elements used to present a unified flow and form of musical ideas.

**Clarity of Intent:** The presentation of compositional elements in a clear, accessible, and intelligible manner.

**Simultaneous Responsibility:** The layering of responsibilities placed upon the performers.

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

## performance

- Class A**  
Basic Skills
- Open Class**  
Intermediate Skills
- World Class**  
Advanced Skills

**who had the greater understanding/achievement as it relates to...**

**Sound Production:** The ability of the performers to clearly present the composition through balance, blend, sonority, fidelity, and quality of sound.

**Musicianship:** The ability of the performers to convey compositional intent and expressive qualities.

**Rhythmic Clarity:** The ability of the performers to accurately present rhythmic content.

**Uniformity:** The consistent presentation of technique, phrasing, and quality of sound from performer to performer.

**Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain pulse control and rhythmic stability, including adaptation and recovery if necessary.

### SUB-CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
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# visual

## marching percussion ensembles

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and the degree of achievement demonstrated by the performers over time.

### composition

- Orchestration
  - Elements of Design
  - Principles of Design
  - Motion & Movement
  - Creativity
- Interpretation of the Audio
- Clarity of Intent
- Simultaneous Responsibilities

score

100

### performance quality

- Accuracy
- Movement
- Presence
- Uniformity
- Ensemble Cohesiveness

score

100



# visual

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and degree of achievement demonstrated by the performers over time.

## composition

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Concepts
- Open Class**  
Intermediate Concepts
- World Class**  
Advanced Concepts

**Orchestration (Horizontal & Vertical):** The arrangement and coordination of visual devices, both through time and in any one moment of time.

**Elements of Design:** The purposeful use of line, shape, form, space, color, and texture within the program.

**Principles of Design:** The purposeful use of balance, contrast, emphasis, unity, proportion, and variety within the program.

**Motion & Movement:** The purposeful use of movement, timing, choreography, and motion within the program.

**Creativity:** The originality, uniqueness, and imagination infused into the composition.

**Interpretation of the Audio:** The purposeful marriage of the visual and audio composition.

**Clarity of Intent:** The presentation of the compositional elements in a clear, accessible, and intelligible manner.

**Simultaneous Responsibilities:** The layering of responsibilities placed upon the performers.

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## performance

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Skills
- Open Class**  
Intermediate Skills
- World Class**  
Advanced Skills

**Accuracy:** The ability of the performers to clearly present the composition through precision, detail, and finesse.

**Movement:** The performers' application of movement principles and application of expressive range through varied efforts.

**Presence:** The poise, carriage, and expressive qualities of the performers used to elevate the written program beyond technical accuracy.

**Uniformity:** The consistent presentation of technique, style, and characterization from performer to performer.

**Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain control and stability, including adaptation and recovery if necessary.

### SUB-CAPTION SPREADS

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# artistry

## concert percussion ensembles

Credit the artistry of all elements that contribute to the program and fulfillment of the presentation. Consider the musical elements that contribute to create an engaging program, communication of identity and programmatic concept, quality blend of creativity and performance, and the performers' ability to connect with the audience over time.

### program

- The Musical Journey
- Creativity
- Clarity of Thought

score

100

### fulfillment

- Communication
- Musicianship
- Presence
- Excellence as it Relates to Artistry
- Idiomatic Interpretation
- Expression

score

100



# artistry

Credit the artistry of all elements that contribute to the program and fulfillment of the presentation. Consider the musical elements that contribute to create an engaging program, communication of identity and programmatic concept, quality blend of creativity and performance, and the performers' ability to connect with the audience over time.

## program

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Concepts
- Open Class**  
Intermediate Concepts
- World Class**  
Advanced Concepts

**The Musical Journey:** The culmination of those elements within a written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion.

**Creativity:** The ability, through imaginative compositional skill, to produce a written work capable of eliciting audience/listener response.

**Clarity of Thought:** Clear presentation of design ideas through appropriate orchestration and performance.

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## fulfillment

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Skills
- Open Class**  
Intermediate Skills
- World Class**  
Advanced Skills

**Communication:** The ability of the ensemble to express compositional and/or musical ideas effectively through performance.

**Musicianship:** The interpretive art of the written musical score.

**Presence:** The apparent poise and effectiveness enabling a connection between performer and audience in real time.

**Excellence as it Relates to Artistry:** The proficiency of technical skills and virtuosity that enable the performer(s) to elicit an appropriate response from the listener.

**Idiomatic Interpretation:** The combination of creative writing and musical performance that enable the performers to convey the appropriate "feel" and style of the music.

**Expression:** The ability of the ensemble through performance to portray the musical indication of feeling.

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# music

## concert percussion ensembles

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and degree of achievement demonstrated by the performers over time.

### composition

- Orchestration
  - Elements of Design
    - Melody - Harmony - Rhythm - Dynamics*
  - Range of Content
  - Variety
  - Continuity
- Clarity of Intent
- Simultaneous Responsibility

score

100

### performance quality

- Sound Production
- Musicianship
- Rhythmic Clarity
- Uniformity
- Ensemble Cohesiveness

score

100



# music

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**Elements of Design:** The purposeful use of melody, harmony, rhythm, and dynamics within the program.

**Range of Content:** The purposeful use of musical and technical repertoire and vocabulary in the program.

**Variety:** The purposeful use of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.

**Continuity:** The successful combination of all elements used to present a unified flow and form of musical ideas.

**Clarity of Intent:** The presentation of compositional elements in a clear, accessible, and intelligible manner.

**Simultaneous Responsibility:** The layering of responsibilities placed upon the performers.

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## performance

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Basic Skills
- Open Class**  
Intermediate Skills
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Advanced Skills

*who had the greater understanding/achievement as it relates to...*

**Sound Production:** The ability of the performers to clearly present the composition through balance, blend, sonority, fidelity, and quality of sound.

**Musicianship:** The ability of the performers to convey compositional intent and expressive qualities.

**Rhythmic Clarity:** The ability of the performers to accurately present rhythmic content.

**Uniformity:** The consistent presentation of technique, phrasing, and quality of sound from performer to performer.

**Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain pulse control and rhythmic stability, including adaptation and recovery if necessary.

### SUB-CAPTION SPREADS

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# MUSIC ANALYSIS

DATE	_____
CLASS	_____
UNIT	_____

## Standstill

The basis for analyzing a unit's performance is the demonstration of musical excellence displayed by the members of the ensemble, both collectively and individually. The unit's level of performance achievement (excellence) is based upon the musical and rhythmic demands placed on the performers.

DESIGN	PERFORMANCE
Depth & Appropriateness of Musical Repertoire	Musicianship
Musical Content	Ensemble Cohesiveness
Technical Content	Segmental Clarity (Rhythmic & Pitch)
<input type="text"/>	Simultaneous Responsibility
100	Uniformity of Techniques
<input type="text"/>	<input type="text"/>
100	100

\_\_\_\_\_ Adjudicator

TOTAL SCORE:   
200



verified by tabulator:

# Standstill - Music

Design

Box 1 0 - 49	Box 2 50 - 59	Box 3 60 - 79	Box 4 80 - 89	Box 5 90 - 100
<p>At a <b>basic level</b>, the repertoire often <b>lacks</b> depth, range and quality, and inherent problems with effectiveness in regard to content and appropriateness of orchestration density exist. There is little evidence of creative, original and imaginative musical design elements throughout the program. Musical expression, with regard to dynamics, tempo, phrasing, rhythmic articulation and musical styles, is not evident through most of the program. Rhythmic and melodic structures in the repertoire are not effective or appropriate to the technical range and ability of the performers.</p>	<p>At a <b>basic level</b>, the repertoire is of <b>limited</b> depth, range and quality, with some lack of effectiveness in regard to content and appropriateness of orchestration density. Instances of creative, original and imaginative musical design elements, such as a variety of timbres, colors, sounds, and textures are limited in quantity or effectiveness. The repertoire is limited in musical expression with regard to dynamics, tempo, phrasing, rhythmic articulation and musical styles. The effectiveness of the rhythmic and melodic structures in the repertoire is severely limited by the technical range and ability of the performers.</p>	<p>At a <b>basic level</b>, the repertoire is of an <b>average</b> depth, range and quality, with some lack of effectiveness in regard to content and appropriateness of orchestration density. The repertoire includes some instances of creative, original and imaginative musical design elements, such as a variety of timbres, colors, sounds, and textures that may not always be effective. The repertoire includes some aspects of musical expression with regard to dynamics, tempo, phrasing, rhythmic articulation and musical styles, with moderate effectiveness. The repertoire includes good rhythmic and melodic structures, which may lack effectiveness due to the technical range and ability of the performers.</p>	<p>At a <b>basic level</b>, the repertoire is of an excellent depth, range and quality, and has been designed well with regard to content and appropriateness of orchestration density. The repertoire includes the frequent use of creative, original and imaginative musical design elements, such as a variety of timbres, colors, sounds, and textures. The repertoire is varied, with many aspects of musical expression with regard to dynamics, tempo, phrasing, rhythmic articulation and musical styles, with some lack of range within these elements. A high quality of rhythmic and melodic structures has been designed well with regard to the technical range and ability of the performers.</p>	<p>At a <b>basic level</b>, the repertoire is of an <b>superior</b> depth, range and quality, and has been masterfully designed with regard to content and appropriateness of orchestration density. The repertoire includes many creative, original and imaginative musical design elements, such as a variety of timbres, colors, sounds, and textures. The repertoire includes an effective range of musical expression with regard to dynamics, tempo, phrasing, rhythmic articulation and musical styles. An extremely high quality of rhythmic and melodic structures has been masterfully designed with regard to the technical range and ability of the performers.</p>

Design

Performance

Box 1 0 - 49	Box 2 50 - 59	Box 3 60 - 79	Box 4 80 - 89	Box 5 90 - 100
<p>At a <b>basic level</b>, the ensemble displays a <b>lack of awareness</b> of musical expression, or the proper fundamentals required to produce a quality sound on percussion instruments. The performers exhibit a limited understanding and control of tempo and pulse. Proper ensemble balance is lacking in performance. Undefined concepts of rhythmic accuracy result in a constant lack of rhythmic and melodic clarity and precision. The ability to maintain control of all aspects of the musical program is not evident. Lapses in control, due to the depth, velocity, or complexity of non-musical tasks, are frequent. The performers exhibit a limited understanding of fundamental technical development with uniformity severely lacking.</p>	<p>At a <b>basic level</b>, the ensemble displays a <b>limited</b> depth of musical expression, occasionally achieving good quality sounds from the ensemble, with many inconsistencies between individuals or segments. The performers exhibit occasional tempo uncertainty and pulse problems. While there are moments of proper balance, the performers demonstrate a limited awareness of balance concepts. The performers display limited control of rhythmic subdivisions, taps, rolls, diddles and accent patterns, with a limited ability to maintain rhythm, subdivision and recovery control. The performers demonstrate a limited ability to maintain control of all aspects of the musical program. Occasional lapses in control, due to the depth, velocity, or complexity of non-musical tasks are apparent. The performers exhibit some technical development, with occasional uniformity of approach, although consistent lapses in control of quality and timbre are evident.</p>	<p>At a <b>basic level</b>, the ensemble displays a <b>moderate</b> depth and range of musical expression, occasionally achieving high quality sounds from the ensemble, with slight inconsistencies between individuals or segments. The performers exhibit a good grasp of tempo and pulse, but recovery from lapses in execution is not immediate. Control of segment and ensemble balance is good, although segments may not be consistently balanced to each other throughout the performance. The performers display good control of rhythmic subdivisions, taps, rolls, diddles and accent patterns, with minor problems of timing and precision, however, lack consistency in difficult passages, and may exhibit consistent trouble with one or more specific rhythmic elements. The performers' maintain good control of all aspects of the musical program, however, some lapses in control, due to the depth, velocity, or complexity of non-musical tasks are apparent. The performers exhibit a general technical concept with some uniformity of approach, with consistent lapses in control of quality and timbre.</p>	<p>At a <b>basic level</b>, the ensemble displays a <b>wide</b> depth and range of musical expression, usually achieving high quality sounds from all segments. The performers exhibit excellent control of tempo and pulse, with infrequent lapses, while maintaining an excellent concept of segment and ensemble balance with occasional balance problems. The performers display excellent command of rhythmic subdivisions, taps, rolls, diddles and accent patterns, with minor problems of timing and precision. The performers' control of all aspects of the musical program is maintained at an excellent level, and is rarely affected by the depth, velocity, or complexity of non-musical tasks. The performers exhibit a well-developed technical concept with solid uniformity of approach, with minor lapses or flaws that are not immediately corrected.</p>	<p>At a <b>basic level</b>, the ensemble performs with a <b>superior</b> depth and range of musical expression, while always achieving high quality sounds from all segments. The performers exhibit constant control of tempo and pulse while maintaining a superior concept of segment and ensemble balance throughout the program. The performers display fluency of rhythmic subdivisions, taps, rolls, diddles and accent patterns and all aspects of timing that result in a superior level of precision and accuracy within each segment. The performers' control of all aspects of the musical program is maintained at a superior level, and is not affected by the depth, velocity, or complexity of non-musical tasks. The performers exhibit a highly developed technical concept and superior uniformity of approach throughout the ensemble.</p>

Performance