

overall effect

Evaluate each caption based on the criteria reference. Repertoire (What) is inherent in the evaluation of the Performance (How.) Overall Effect embodies all of the presented material in the program. Criteria reference descriptors should have equal consideration and are not presented in order of importance.

repertoire effect

- Clarity of Program Concept
- Creativity and Imagination
- Variety
- Pacing
- Audio-Visual Coordination

score

100

performance effect

- Communication
- Idiomatic Interpretation
- Artistry
- Excellence as Effect
- Audience Engagement

score

100

overall effect

repertoire effect

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

Clarity of Program Concept: Does the musical and visual design cohesively communicate the program concept?

Creativity and Imagination: Does the writing of both visual and musical ideas cohesively explore unique and fresh ways to communicate effect?

Variety of Effects: Does the design explore emotional, intellectual and aesthetic methods to create effect?

Pacing: Does the pacing of the program maintain a successful and consistent level of interest and engagement?

Audio-Visual Coordination: Does the program demonstrate intention to coordinate the musical and visual elements in a meaningful way?

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

performance effect

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

Communication: Did the performers consistently and convincingly communicate the musical and visual aspects of the design?

Idiomatic Interpretation: Did the members use appropriate style in their musical and visual performance?

Artistry: Did the performers communicate complete and compelling believability through their character, identity and role?

Excellence as Effect: Did the performers demonstrate moments of musical and/or visual virtuosity that elevate the communication of the program?

Audience Engagement: Did the performers engage and entertain the audience throughout the program?

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



visual analysis

Evaluate each caption based on the criteria reference. Composition (What) is inherent in the evaluation of the Achievement (How.) Criteria reference descriptors should have equal consideration and are not presented in order of importance.

composition

- Orchestration
 - Elements of Design
 - Principles of Design
 - Creativity
 - Use of Motion
- Interpretation of the Audio
- Simultaneous Responsibilities

score

100

achievement

- Spacing and Orientation
- Timing and Control
- Stylistic Accuracy
- Training, Detail and Nuance

score

100

visual analysis

composition

Class A
Basic Concepts

Open Class
Intermediate Concepts

World Class
Advanced Concepts

Orchestration: To what extent is there a clear development and coordination over time of the visual composition?

- *Elements of Design* – Is there a purposeful use of line, shape, form, space, color, and texture?
- *Principles of Design* – Is there a purposeful use of balance, contrast, emphasis, unity, proportion, and variety?
- *Creativity* – Does the composition have originality, uniqueness, and imagination?
- *Use of Motion* – Is motion successfully used to connect events?

Interpretation of the Audio: Is there quality to the relationship of the visual to the audio composition?

Simultaneous Responsibilities: How well did the performers handle the layering of responsibilities?

	BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
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<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

achievement

Class A
Basic Skills

Open Class
Intermediate Skills

World Class
Advanced Skills

Spacing and Orientation: How well did the performers achieve the visual orchestration over time?

Timing and Control: How well did the performers achieve the visual responsibilities over time?

Stylistic Accuracy: How well did the performers clearly achieve the chosen style over time?

Training, Detail and Nuance: How well did the performers achieve the range and depth of technique, choreography/movement, form, and equipment over time?

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 analysis

Evaluate each caption based on the criteria reference. Composition (What) is inherent in the evaluation of the Achievement (How.) The emphasis and focus of adjudication will be on the wind instruments. Criteria reference descriptors should have equal consideration and are not presented in order of importance.

composition

- Orchestration
 - Elements of Design
 - Depth and Range of Content
 - Variety
- Expressive and Dynamic Range
- Simultaneous Responsibilities

score

100

performance quality

- Quality of Sound
- Technique
- Musicianship
- Timing/Vertical Alignment

score

100

music analysis

composition

Class A
Basic Concepts

Open Class
Intermediate Concepts

World Class
Advanced Concepts

Orchestration: To what extent is there a clear development of musical ideas over time in the musical composition?

Elements of Design: Is there a purposeful use of arranging techniques utilizing a combination of elements that can include: melody, harmony, rhythm, form, tone color, texture, dynamics, text?

Depth and Range of Content: Is there depth and range of content explored through the various musical challenges in the musical composition?

Variety: Is there variety in the musical choices, including but not limited to instrumentation, style, timbre, meter?

Expressive and Dynamic Range: Is there a wide range of expressive and dynamic challenges in the musical composition?

Simultaneous Responsibilities: Are there layered responsibilities involving physical, geographical, and/or intellectual challenges?

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<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

Quality of Sound: (Tone, Intonation, Blend, Balance) How well did the performers achieve a focused pitch center and mature sonority regardless of range, dynamic level or other challenges?

Technique: How well did the performers demonstrate complete control and dexterity through all technical challenges involving but not limited to style, articulation, rapid rhythmic figures, large intervallic jumps?

Musicianship: How well did the performers demonstrate the ability to convey musicality through the use of expressive quality, nuance, phrase shape, style, quality and beauty of sound?

Timing/Vertical Alignment: How well did the performers demonstrate the ability to clearly maintain pulse, vertical alignment, and rhythmic transparency?

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