



# NJA/TIA PERCUSSION PLACEMATS, SCORING GRIDS, AND WORKSHEETS





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<b>Music</b>	<b>Marching Percussion Novice Class</b>	<b>100 Points</b>
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Novice Class units are comprised of fundamental level skills and excellence.



	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	



**SUB CAPTION SPREAD GUIDELINES**



<b>Insignificant Differences</b> 0 to 1 tenth	<b>Slight Differences</b> 2 to 3 tenths	<b>Moderate Differences</b> 4 to 6 tenths	<b>Significant Differences</b> 7 or more tenths
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<b>COMPOSITION</b>	SCORE 100	<b>PERFORMANCE</b>	SCORE 100
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<p><b>Who had the greater understanding/achievement as it relates to:</b></p> <ul style="list-style-type: none"> <li>• <b>Orchestration:</b> Thoughtful and thorough planning to convey musical ideas.</li> <li>• <b>Elements of Design:</b> Melody, harmony, rhythm, dynamics.</li> <li>• <b>Range of Content:</b> Musical and technical repertoire and vocabulary compatible with the performers training/skillset.</li> <li>• <b>Variety:</b> Instrumentation, color, texture, timbre, intensity, tempo utilized in the program.</li> <li>• <b>Continuity:</b> Unified flow and form of musical ideas</li> <li>• <b>Clarity of Intent:</b> Clear and concise presentation of elements.</li> </ul>	<p><b>Who had the greater understanding/achievement as it relates to:</b></p> <ul style="list-style-type: none"> <li>• <b>Training:</b> Skill sets to support the vocabulary.</li> <li>• <b>Sound Production:</b> Clarity of balance, blend, quality of sound, as well as tuning of equipment .</li> <li>• <b>Musicianship:</b> Ability to convey compositional intent and expressive qualities.</li> <li>• <b>Rhythmic Clarity:</b> Accurate presentation of rhythmic content.</li> <li>• <b>Uniformity:</b> Consistency of technique, phrasing, and quality of sound from player to player.</li> <li>• <b>Ensemble Cohesiveness:</b> Ability to establish and maintain vertical and horizontal pulse control and rhythmic stability.</li> </ul>
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Music	<p style="text-align: center;"><b>Marching Percussion</b> <b>Novice Class</b></p> <p style="text-align: center;"><i>Novice Class units are comprised of fundamental level skills and excellence.</i></p>									100 Points
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
COMPOSITION	<ul style="list-style-type: none"> <li>• Fundamental writing with Introductory variety.</li> <li>• Scoring may not be compatible with ensembles level of training.</li> <li>• Minimal design logic.</li> </ul>			<ul style="list-style-type: none"> <li>• Fundamental writing with Moderate variety.</li> <li>• Scoring is Developing in regards to ensembles level of training.</li> <li>• Continuity is developing.</li> <li>• Arrangements are Exploring variety and dynamic ranges.</li> </ul>			<ul style="list-style-type: none"> <li>• Variety and creativity is developing and apparent.</li> <li>• Scoring is compatible with ensembles level of training.</li> <li>• Arrangements Occasionally include tempo and dynamic changes.</li> <li>• Ensemble is Sometimes challenged with physical responsibilities while playing.</li> </ul>			THE WHAT
PERFORMANCE	<ul style="list-style-type: none"> <li>• Limited display of training.</li> <li>• Struggles with timing, rhythmic accuracy, technique.</li> <li>• Unclear understanding of Listening environment.</li> <li>• Phrasing and expression are Seldom attempted.</li> <li>• Lack of balance between sections occurs often.</li> <li>• Limited display of uniformity and technique.</li> <li>• Concentration is Minimal.</li> <li>• There is little attempt at tuning the equipment.</li> </ul>			<ul style="list-style-type: none"> <li>• Instrument technique is Beginning to show training.</li> <li>• Moderate lapses in pulse control and technique.</li> <li>• Developing awareness of listing responsibilities.</li> <li>• Lack of balance between sections occurs occasionally.</li> <li>• Occasional evidence of ensemble interpretive style.</li> <li>• Concentration and stamina are starting to develop.</li> <li>• Some attempt has been made to tune the equipment.</li> </ul>			<ul style="list-style-type: none"> <li>• Instrument technique often shows a moderate amount of training in all areas.</li> <li>• Lapses in clarity are improved.</li> <li>• A defined pulse center provides a consistent listening environment.</li> <li>• Defined Balance is often displayed.</li> <li>• Recovery skills are developing.</li> <li>• Instruments are tuned for a good sound..</li> </ul>			THE HOW



Music Effect	<b>Marching Percussion Novice Class</b>									100 Points	
Novice Class units are comprised of fundamental level skills and excellence.											
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding				
	40 - 54			55 - 84			85 - 100				
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100		
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most		
<b>SUB CAPTION SPREAD GUIDELINES</b>											
<b>Insignificant Differences</b> 0 to 1 tenth			<b>Slight Differences</b> 2 to 3 tenths			<b>Moderate Differences</b> 4 to 6 tenths		<b>Significant Differences</b> 7 or more tenths			
<b>OVERALL EFFECT</b>				SCORE 100		<b>MUSIC EFFECT</b>				SCORE 100	
<b>Who had the greater understanding/achievement as it relates to:</b>						<b>Who had the greater understanding/achievement as it relates to:</b>					
<ul style="list-style-type: none"> <li>• Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of music, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication</li> <li>• Creativity: The originality, uniqueness, and imagination infused into the overall program.</li> <li>• Communication: The harmonious combination and interaction of musical and visual elements that together elevate the program.</li> <li>• Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</li> </ul>						<ul style="list-style-type: none"> <li>• The Musical Journey: The effective use of repertoire and orchestration techniques</li> <li>• to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</li> <li>• Creativity: The originality, uniqueness, and imagination infused into the musical program and presentation.</li> <li>• Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</li> <li>• Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</li> </ul>					

Music Effect	<p style="text-align: center;"><b>Marching Percussion</b> <b>Novice Class</b></p> <p style="text-align: center;"><i>Novice Class units are comprised of fundamental level skills and excellence.</i></p>									100 Points
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
OVERALL EFFECT	<ul style="list-style-type: none"> <li>Limited exploration of creativity.</li> <li>Communication rarely discovered throughout the program.</li> <li>Coordinated moments are minimal.</li> <li>Performers seldom keep the audience engaged.</li> <li>Communication rarely discovered throughout the program.</li> <li>Coordinated moments are minimal.</li> </ul>			<ul style="list-style-type: none"> <li>Mood is occasionally established</li> <li>Occasional understanding of expression, climax, and conclusion.</li> <li>Growing involvement with program.</li> <li>Developing points of coordination between music and visual programs.</li> <li>Confidence and poise need development.</li> </ul>			<ul style="list-style-type: none"> <li>Consistent level of communication.</li> <li>Developing production value.</li> <li>Basic use of emotional, intellectual, and/or aesthetic moments.</li> <li>Confidence and showmanship are beginning to develop and some moments occur.</li> <li>Blend of musical and visual programs demonstrates a moderate level of coordination.</li> <li>A Developing level of creative effects.</li> </ul>			
MUSIC EFFECT	<ul style="list-style-type: none"> <li>Rare use of expression and interpretation to communicate style.</li> <li>Communication seldom discovered throughout the performance.</li> <li>Balance between sections rarely occurs.</li> <li>Lacks appeal due to low level of intensity and emotion.</li> </ul>			<ul style="list-style-type: none"> <li>Developing level of musicianship.</li> <li>Occasional problems exist in relation to dynamics.</li> <li>Developing use of expression, blend, balance, and interpretation.</li> </ul>			<ul style="list-style-type: none"> <li>Improved level of presence is displayed.</li> <li>Moderate Understanding of blend and balance is displayed.</li> <li>Defined range of material compatible with units training.</li> <li>Performers are developing a connection with the audience.</li> </ul>			





Visual	Marching Percussion Novice Class							100 Points			
Novice Class units are comprised of fundamental level skills and excellence.											
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding				
	40 - 54			55 - 84			85 - 100				
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100		
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most		
<b>SUB CAPTION SPREAD GUIDELINES</b>											
<b>Insignificant Differences</b> 0 to 1 tenth			<b>Slight Differences</b> 2 to 3 tenths			<b>Moderate Differences</b> 4 to 6 tenths		<b>Significant Differences</b> 7 or more tenths			
<b>COMPOSITION</b>				SCORE 100		<b>PERFORMANCE</b>				SCORE 100	
<b>Who had the greater understanding/achievement as it relates to:</b>						<b>Who had the greater understanding/achievement as it relates to:</b>					
<ul style="list-style-type: none"> <li>Quality of Orchestration: the logical progression of design ideas to enhance the intent and unity of the audio/visual composition.</li> <li>Visual Musicality: The visual representation and enhancement of all aspects of the musical program.</li> <li>Clarity of Intent: The ability of the designer to make the compositional intent clear</li> <li>Staging: The proper placement of the elements to present the audio/visual.</li> <li>Attention to Detail: Deliberate consideration of technical, logical, and expressive subtleties.</li> </ul>						<ul style="list-style-type: none"> <li>Training to support the vocabulary.</li> <li>Ensemble Control: The ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.</li> <li>Accuracy: The degree of precision relative to the quality of the performer.</li> <li>Recovery: The timely and appropriate adjustment to inconsistencies in performance.</li> <li>Uniformity: The consistent manner of approach.</li> <li>Articulation of Body/Equipment: The clear, distinct, and uniform approach to the use of body and equipment.</li> <li>Presence: The ability of the performer to elevate the written program beyond technical accuracy.</li> </ul>					

Visual	<p style="text-align: center;"><b>Marching Percussion</b> <b>Novice Class</b></p> <p style="text-align: center;"><i>Novice Class units are comprised of fundamental level skills and excellence.</i></p>									100 Points
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
COMPOSITION	<ul style="list-style-type: none"> <li>Limited design and logic.</li> <li>Connected events are Rarely evident.</li> <li>Transitions are unclear.</li> <li>Design may not be compatible with performers training</li> <li>Staging rarely defines audio moments.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional logic of design.</li> <li>Developing audio/visual structure.</li> <li>Growing appeal through coordination of movement and form.</li> <li>Staging is used at a moderate level in design to reflect the audio.</li> </ul>			<ul style="list-style-type: none"> <li>Staging is defined with improved variety.</li> <li>Design is consistently logical at a basic level.</li> <li>Composition reflects and enhances soundtrack.</li> <li>Developing unity and layering is introduced.</li> <li>Longer defined phrasing.</li> </ul>			THE WHAT
PERFORMANCE	<ul style="list-style-type: none"> <li>Unclear pulse in feet.</li> <li>Concentration is a Minimal.</li> <li>Individual marching fundamentals are Seldom, with limited understanding of the application.</li> <li>Breaks and flaws are Frequent, recovery is not yet understood.</li> </ul>			<ul style="list-style-type: none"> <li>Training is evident but achievement is occasional.</li> <li>Occasional demonstration of form, space, and time.</li> <li>Inconsistent uniformity and style.</li> <li>Growing achievement of ensemble and individual responsibilities.</li> <li>Concentration and stamina are starting to develop.</li> </ul>			<ul style="list-style-type: none"> <li>Developing flow, but control still varies person to person.</li> <li>Recovery, uniformity of efforts and stylistic approach are more defined.</li> <li>Understanding of Posture, and carriage are developing.</li> <li>Defined pulse in feet.</li> <li>Presence is developing.</li> <li>Improved ensemble control, and achievement of defined stylistic efforts in body and</li> </ul>			THE HOW

<b>Visual Effect</b>	<b>Marching Percussion Novice Class</b>							<b>100 Points</b>		
Novice Class units are comprised of fundamental level skills and excellence.										
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 54			55 - 84			85 - 100			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
<b>SUB CAPTION SPREAD GUIDELINES</b>										
<b>Insignificant Differences</b> 0 to 1 tenth			<b>Slight Differences</b> 2 to 3 tenths			<b>Moderate Differences</b> 4 to 6 tenths		<b>Significant Differences</b> 7 or more tenths		
<b>OVERALL EFFECT</b>				SCORE 100		<b>VISUAL EFFECT</b>			SCORE 100	
<b>Who had the greater understanding/achievement as it relates to:</b>					<b>Who had the greater understanding/achievement as it relates to:</b>					
<ul style="list-style-type: none"> <li>• <b>Program:</b> The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of music, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program.</li> <li>• <b>Communication:</b> The harmonious combination and interaction of musical and visual elements that together elevate the program.</li> <li>• <b>Range of Effects:</b> The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</li> </ul>					<ul style="list-style-type: none"> <li>• <b>The Visual Journey:</b> The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the visual program and presentation</li> <li>• <b>Musicality:</b> The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.</li> <li>• <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</li> </ul>					



Visual Effect	<p style="text-align: center;"><b>Marching Percussion</b> <b>Novice Class</b></p> <p style="text-align: center;"><i>Novice Class units are comprised of fundamental level skills and excellence.</i></p>									100 Points
	<b>BOX 1</b> Discovering			<b>BOX 2</b> Developing			<b>BOX 3</b> Understanding			
	40 - 44	45 - 50	51 - 54	55 - 63	64 - 73	74 - 84	85 - 89	90 - 94	95 - 100	
	Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	
OVERALL EFFECT	<ul style="list-style-type: none"> <li>Limited exploration of creativity.</li> <li>Communication Rarely discovered thought the program.</li> <li>Coordinated moments are minimal.</li> <li>Performers Seldom keep the audience engaged.</li> </ul>			<ul style="list-style-type: none"> <li>Mood is occasionally established.</li> <li>Occasional understanding of expression, climax, and conclusion.</li> <li>Growing involvement with program</li> <li>Developing points of coordination between music and visual programs.</li> <li>Confidence and poise need</li> </ul>			<ul style="list-style-type: none"> <li>Consistent level of communication.</li> <li>Developing production value.</li> <li>Basic use of emotional, intellectual, and/or aesthetic moments.</li> <li>Confidence and showmanship are beginning to develop and some moments occur.</li> <li>Blend of musical and visual programs demonstrates a moderate level of coordination.</li> <li>A moderate level of creative effects.</li> </ul>			
VISUAL EFFECT	<ul style="list-style-type: none"> <li>Performers Rarely communicate visual concept and intent.</li> <li>Frequent lapse in performance quality.</li> <li>Recovery is seldom.</li> <li>Discovering skills but only sporadic in application.</li> <li>Minimal understanding of artistic quality.</li> </ul>			<ul style="list-style-type: none"> <li>Occasional awareness of general responsibilities,</li> <li>Recovery skills are growing.</li> <li>Developing use of character, role, style.</li> <li>Exploring Staging of elements.</li> </ul>			<ul style="list-style-type: none"> <li>Improved level of presence is displayed.</li> <li>Defined range of material compatible with units training.</li> <li>Performers are developing a connection with the audience.</li> </ul>			



<b>Music</b>	<b>Marching Percussion Regional A</b>	<b>100 Points</b>
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Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

<b>BOX 1</b> Rarely Discovers <i>FAIR</i> 40-60			<b>BOX 2</b> Sometimes Knows <i>GOOD</i> 61-75			<b>BOX 3</b> Frequently Understands <i>EXCELLENT</i> 76-94			<b>BOX 4</b> Always Applies <i>SUPERIOR</i> 95-100		
40-46 Some 1	47-53 Most 1	54-60 All 1/Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2/Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3/Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4

<b>SUB CAPTION SPREAD GUIDELINES</b>			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

<b>COMPOSITION</b>	SCORE 100	<b>PERFORMANCE</b>	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Orchestration:</b> Thoughtful and thorough planning to convey musical ideas.</li> <li>• <b>Elements of Design:</b> Melody, harmony, rhythm, dynamics.</li> <li>• <b>Range of Content:</b> Musical and technical repertoire and vocabulary.</li> <li>• <b>Variety:</b> Instrumentation, color, texture, timbre, intensity, tempo utilized in the program.</li> <li>• <b>Continuity:</b> Unified flow and form of musical ideas.</li> <li>• <b>Clarity of Intent:</b> Clear and concise presentation of elements.</li> <li>• <b>Simultaneous responsibilities:</b> The layering of responsibilities placed upon the performers.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sound Production:</b> Clarity of balance, blend, quality of sound.</li> <li>• <b>Musicianship:</b> Ability to convey compositional intent and expressive qualities.</li> <li>• <b>Rhythmic Clarity:</b> Accurate presentation of rhythmic content.</li> <li>• <b>Uniformity:</b> Consistency of technique, phrasing, and quality of sound from player to player.</li> <li>• <b>Ensemble Cohesiveness:</b> Ability to establish and maintain vertical and horizontal pulse control and rhythmic stability.</li> </ul>	

Music	<h2 style="text-align: center;">Marching Percussion</h2> <h3 style="text-align: center;">Regional A</h3>												100 Points
	<i>Rarely/Discovers</i> <i>FAIR</i>			<i>Sometimes/Knows</i> <i>GOOD</i>			<i>Frequently/Understands</i> <i>EXCELLENT</i>			<i>Always/Applies</i> <i>SUPERIOR</i>			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
Composition	Some 1	Most 1	All 1	Some 2	Most 2	All 2	Some 3	Most 3	All 3	Some 4	Most 4	All 4	THE WHAT
			Some 2			Some 3			Some 4				
Performance	<ul style="list-style-type: none"> <li>• <b>Limited</b> understanding and use of elements.</li> <li>• The program is very <b>incomplete</b>.</li> <li>• <b>No</b> exploration of range.</li> <li>• <b>Limited</b> variety of instrumentation, color, texture, timbre, intensity, or tempo.</li> <li>• Flow and form of musical ideas are <b>not unified or clear</b>.</li> <li>• <b>Limited</b> range of introductory material compatible with training.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Some</b> variety.</li> <li>• Arrangements <b>occasionally</b> include meter and tempo changes.</li> <li>• <b>Good</b> range of material offered.</li> <li>• WIP but provides an adequate opportunity for <b>developing</b> performer.</li> <li>• <b>Minimal</b> simultaneous responsibilities for performers.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Strong</b> range of introductory material is compatible with the individual's training.</li> <li>• <b>Excellent</b> range of material is compatible with the unit's training.</li> <li>• Music interpretation is <b>frequently</b> incorporated.</li> <li>• <b>Above average</b> physical responsibilities are placed upon the performers.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Superior</b> range of introductory content</li> <li>• <b>Superior</b> variety and versatility.</li> <li>• Performer challenged with growing range of dynamic qualities and concepts.</li> <li>• <b>Very High</b> physical and/ or environmental challenges.</li> </ul>			THE HOW
	<ul style="list-style-type: none"> <li>• Style <b>not understood</b>.</li> <li>• <b>Limited</b> understanding of dynamic range.</li> <li>• <b>Struggles</b> with timing.</li> <li>• Balance between sections <b>rarely</b> occurs.</li> <li>• Passages where the ensemble demonstrates the <b>inability</b> to perform in a cohesive manner.</li> <li>• <b>Incomplete</b> program limits training demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Lapses</b> in pulse control and technique.</li> <li>• <b>Developing</b> musicianship.</li> <li>• <b>Occasional</b> problems exist in relation to dynamics.</li> <li>• <b>Moderate</b> training, concentration, and stamina.</li> <li>• <b>Inconsistent</b> recovery.</li> <li>• <b>Good</b> balance displayed.</li> </ul>			<ul style="list-style-type: none"> <li>• Introductory skills <b>understood</b> and often achieved.</li> <li>• Ensemble performance is <b>frequently</b> interpretive and defined.</li> <li>• Pulse and timing issues are <b>rare</b>.</li> <li>• <b>Excellent</b> understanding of blend and balance is displayed.</li> <li>• Lapses in clarity are <b>infrequent</b>.</li> </ul>			<ul style="list-style-type: none"> <li>• Demonstrates control and clarity at <b>all</b> dynamic levels.</li> <li>• Balance is consistently <b>superior</b>.</li> <li>• Ensemble <b>consistently</b> displays all elements of tempo, and rhythm meticulously in the most demanding passages.</li> <li>• <b>Consistent</b> uniformity in individual responsibilities.</li> <li>• Performers display <b>superior</b> level of training thought the program.</li> </ul>			

# Music – A/Open/World

# Marching Percussion

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

## COMPOSITION

100 Points

<b>A Class</b> Basic Concepts  <b>Open Class</b> Intermediate Concepts  <b>World Class</b> Advanced Concepts	<b>Who had the greater understanding/achievement as it relates to...</b>				
	<p><b>Orchestration:</b> The thoughtful and thorough planning used to convey musical ideas.</p> <p><b>Elements of Design:</b> The use of melody, harmony, rhythm, and dynamics within the program.</p> <p><b>Range of Content:</b> The scope of the musical and technical repertoire and vocabulary utilized in the program.</p> <p><b>Variety:</b> The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.</p> <p><b>Continuity:</b> The successful combination of all elements used to present a unified flow and form of musical ideas.</p> <p><b>Clarity of Intent:</b> The presentation of compositional elements in a clear and concise manner.</p> <p><b>Simultaneous Responsibility:</b> The layering of responsibilities placed upon the performers.</p>				
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>
	Descriptors	Never	Rarely	Sometimes	Frequently
Numerical Range	40 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

## PERFORMANCE

100 Points

<b>A Class</b> Basic Skills  <b>Open Class</b> Intermediate Skills  <b>World Class</b> Advanced Skills	<b>Who had the greater understanding/achievement as it relates to...</b>			
	<p><b>Sound Production:</b> The ability of the performers to clearly present the composition through balance, blend, and quality of sound.</p> <p><b>Musicianship:</b> The ability of the performers to convey compositional intent and expressive qualities.</p> <p><b>Rhythmic Clarity:</b> The ability of the performers to accurately present rhythmic content.</p> <p><b>Uniformity:</b> The consistent presentation of technique, phrasing, and quality of sound from player to player.</p> <p><b>Ensemble Cohesiveness:</b> The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.</p>			
	<b>SUB CAPTION SPREADS</b>			
	<b>Very Comparable</b>	<b>Minor Differences</b>	<b>Definitive Differences</b>	<b>Significant Differences</b>
<b>1 to 2 percentage points</b>	<b>3 to 4 percentage points</b>	<b>5 to 7 percentage points</b>	<b>8 &amp; higher percentage points</b>	

<b>Music Effect</b>	<b>Marching Percussion Regional A</b>	<b>100 Points</b>
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Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.



<b>BOX 1</b> Rarely Discovers <i>FAIR</i> 40-60			<b>BOX 2</b> Sometimes Knows <i>GOOD</i> 61-75			<b>BOX 3</b> Frequently Understands <i>EXCELLENT</i> 76-94			<b>BOX 4</b> Always Applies <i>SUPERIOR</i> 95-100		
40-46 Some 1	47-53 Most 1	54-60 All 1/Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2/Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3/Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4

### SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths
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<b>Overall Effect</b>	SCORE 100	<b>Music Effect</b>	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Program:</b> 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.</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation.</li> <li>• <b>Communication:</b> The harmonious combination and interaction of musical and visual elements that together elevate the program.</li> <li>• <b>Range of Effects:</b> The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>The Musical Journey:</b> The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</li> <li>• <b>Creativity:</b> The originality, uniqueness and imagination infused into the musical program and presentation.</li> <li>• <b>Musicianship:</b> The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</li> <li>• <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</li> <li>• <b>Excellence as Effect:</b> The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.</li> </ul>	



Music Effect	<h2 style="text-align: center;">Marching Percussion Regional A</h2>												100 Points
	<i>Rarely/Discovers</i> FAIR			<i>Sometimes/Knows</i> GOOD			<i>Frequently/Understands</i> EXCELLENT			<i>Always/Applies</i> SUPERIOR			
	40-46 Some 1	47-53 Most 1	54-60 All 1 Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2 Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3 Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4	
Overall Effect	<ul style="list-style-type: none"> <li>Form of the program <b>lacks</b> logic</li> <li>The program is very <b>incomplete</b>.</li> <li><b>Limited</b> exploration of creativity.</li> <li>Coordination is <b>minimal</b>.</li> <li>Communication is <b>rarely</b> discovered throughout the performance.</li> </ul>			<ul style="list-style-type: none"> <li>The form of the program <b>occasionally</b> includes logical points.</li> <li>Coordinated moments are <b>developing</b>.</li> <li>A <b>moderate</b> level of creative effects.</li> <li>WIP but provides a <b>good</b> opportunity for <b>developing</b> performer.</li> </ul>			<ul style="list-style-type: none"> <li><b>Understanding</b> of programming, yielding good audience engagement</li> <li>Audio/ video coordination is <b>frequently</b> incorporated.</li> <li><b>Excellent</b> level of communication demonstrating musical expression.</li> </ul>			<ul style="list-style-type: none"> <li><b>Superior</b> planned effects thought time.</li> <li>Form <b>always</b> includes climaxes and contrast, which are appropriate to the composition.</li> <li>Program includes <b>superior</b> levels of creative planning that heightens the program.</li> <li>Engagement is <b>applied</b> thought the entire performance.</li> </ul>			THE WHAT
Music Effect	<ul style="list-style-type: none"> <li><b>Rarely</b> uses expression and interpretation to communicate style.</li> <li>Balance between sections <b>rarely</b> occurs.</li> <li><b>Lacks</b> appeal due to low level of intensity and emotion.</li> <li><b>Basic</b> range of effects offered.</li> </ul>			<ul style="list-style-type: none"> <li><b>Good</b> level of presence is displayed.</li> <li><b>Developing</b> musicianship.</li> <li><b>Occasional</b> problems exist in relation to dynamics.</li> <li><b>Inconsistent</b> use of expression, blend, balance, and interpretation.</li> </ul>			<ul style="list-style-type: none"> <li><b>Understanding</b> of blend and balance is displayed.</li> <li><b>Frequent</b> use of subtlety and nuance.</li> <li>Performers <b>frequently</b> connect with the audience.</li> <li><b>Excellent</b> range of material is compatible with the unit's training.</li> </ul>			<ul style="list-style-type: none"> <li>Ability of performers to portray <b>all</b> nuances.</li> <li>Presence is consistently <b>superior</b>.</li> <li>Ensemble <b>consistently</b> displays all elements of expression, balance, blend and interpretation.</li> <li>Performers display <b>superior</b> level of training thought the program.</li> </ul>			THE HOW

# Music Effect – A/Open/World Marching Percussion

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.

## OVERALL EFFECT

100 Points

<b>A Class</b> Basic Concepts  <b>Open Class</b> Intermediate Concepts  <b>World Class</b> Advanced Concepts	<b>Who had the greater understanding/achievement as it relates to...</b>				
	<p><b>Program:</b> 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.</p> <p><b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation.</p> <p><b>Communication:</b> The performance techniques that effectively express ideas and connect with the audience.</p> <p><b>Engagement:</b> The ability to secure, captivate, and sustain the attention of the audience.</p> <p><b>Coordination:</b> The harmonious combination and interaction of musical and visual elements that together elevate the program.</p> <p><b>Range of Effects:</b> The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</p>				
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>
	Never	Rarely	Sometimes	Frequently	Consistently

Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	40 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

## MUSIC EFFECT

100 Points

<b>A Class</b> Basic Skills  <b>Open Class</b> Intermediate Skills  <b>World Class</b> Advanced Skills	<b>Who had the greater understanding/achievement as it relates to...</b>				
	<p><b>The Musical Journey:</b> The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</p> <p><b>Creativity:</b> The originality, uniqueness and imagination infused into the musical program and presentation.</p> <p><b>Musicianship:</b> The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</p> <p><b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</p> <p><b>Excellence as Effect:</b> The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.</p>				
	<b>SUB CAPTION SPREADS</b>				
	<b>Very Comparable</b>	<b>Minor Differences</b>	<b>Definitive Differences</b>	<b>Significant Differences</b>	



<b>1 to 2 percentage points</b>	<b>3 to 4 percentage points</b>	<b>5 to 7 percentage points</b>	<b>8 &amp; higher percentage points</b>
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<b>Visual</b>	<b>Marching Percussion Regional A</b>	<b>100 Points</b>
Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.		

<b>BOX 1</b> Rarely Discovers <i>FAIR</i> 40-60			<b>BOX 2</b> Sometimes Knows <i>GOOD</i> 61-75			<b>BOX 3</b> Frequently Understands <i>EXCELLENT</i> 76-94			<b>BOX 4</b> Always Applies <i>SUPERIOR</i> 95-100		
40-46 Some 1	47-53 Most 1	54-60 All 1/Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2/Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3/Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4

<b>SUB CAPTION SPREAD GUIDELINES</b>			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

<b>Composition</b>	<b>SCORE 100</b>	<b>Performance</b>	<b>SCORE 100</b>
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Quality of Orchestration:</b> Horizontal – The logical progression of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The layering or combination of design choices to enhance the intent and unity of the audio/visual composition.</li> <li>• <b>Visual Musicality:</b> The visual representation and enhancement of all aspects of the musical program.</li> <li>• <b>Clarity of Intent:</b> The ability of the designer to make the compositional intent clear.</li> <li>• <b>Staging:</b> The proper placement of the elements to present the audio/visual</li> <li>• <b>Creativity/Variety:</b> The uniqueness and freshness of the visual program</li> <li>• <b>Attention to Detail:</b> Deliberate consideration of technical, logistical, and expressive subtleties.</li> <li>• <b>Simultaneous Responsibility:</b> The Combination of musical and visual responsibilities.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Ensemble Control:</b> The Ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.</li> <li>• <b>Accuracy:</b> The degree of precision relative to the quality of the performance.</li> <li>• <b>Recovery:</b> The timely and appropriate adjustment to inconsistencies in the performance.</li> <li>• <b>Uniformity:</b> The consistent manner of approach</li> <li>• <b>Articulation of body/Equipment:</b> The clear, distinct, and uniform approach to the use of body and equipment.</li> <li>• <b>Adherence to style:</b> The consistent application of a chosen style or role</li> <li>• <b>Presence:</b> The ability of the performer to elevate the written program beyond technical accuracy.</li> </ul>	

Visual	<h1 style="margin: 0;">Marching Percussion</h1> <h2 style="margin: 0;">Regional A</h2>												100 Points
	<i>Rarely/Discovers</i> FAIR			<i>Sometimes/Knows</i> GOOD			<i>Frequently/Understands</i> EXCELLENT			<i>Always/Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Composition	<ul style="list-style-type: none"> <li>• Incomplete composition may <b>limit</b> scoring potential.</li> <li>• Connected events are <b>rarely</b> evident.</li> <li>• <b>Occasional</b> awareness of the fundamentals.</li> <li>• Transitions are abrupt.</li> <li>• Characteristics and detail <b>rarely</b> evident</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Good</b> understanding of how to blend elements to create a pleasing whole.</li> <li>• <b>Some</b> orchestration, elements are presented.</li> <li>• <b>Knowledge</b> of fundamentals.</li> <li>• Basically, correct for this level.</li> <li>• <b>Developing</b> audio/visual structure</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Excellent</b> knowledge of fundamentals with some orchestration of ideas.</li> <li>• <b>Excellent</b> reflection through exploration of dimensionality of equipment of body.</li> <li>• Transitions are <b>frequently</b> well designed.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Superior</b> horizontal orchestration. <b>Applies</b> unity and understanding of design connection.</li> <li>• A <b>broad</b> range of introductory material is compatible with training.</li> <li>• <b>Applies</b> movement to reflect the audio/visual coordination.</li> </ul>			THE WHAT
Performance	<ul style="list-style-type: none"> <li>• <b>Occasional</b> achievement of some responsibilities.</li> <li>• <b>Rare</b> moments of uniformity.</li> <li>• <b>Discovering</b> the principals of moving through space</li> <li>• <b>Incomplete</b> program limits demonstration.</li> <li>• Recovery <b>not understood</b> or attempted.</li> <li>• Characteristics, details, and nuances are <b>rare</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Moderate</b> uniformity</li> <li>• May be <b>WIP</b> but provides opportunity to demonstrate skills.</li> <li>• Style is <b>recognizable</b> but not well developed.</li> <li>• <b>Some</b> attempts at recovery.</li> <li>• <b>Good</b> sense of presence is starting to develop.</li> <li>• <b>Growing</b> physical and mental development for class.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Frequent</b> achievement of moving through space and time.</li> <li>• <b>Frequent</b> understanding of articulation of body.</li> <li>• <b>Excellent</b> display of ensemble control presented.</li> <li>• An <b>Understanding</b> of uniformity is developing.</li> <li>• <b>Frequent</b> recovery is occurring.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Superior</b> achievement of time, space, and form.</li> <li>• <b>Consistent</b> recovery occurs.</li> <li>• <b>Applies</b> uniformity through the performance.</li> <li>• Style <b>always</b> applied.</li> <li>• <b>Consistent</b> sense of presence displayed through the performance.</li> <li>• <b>Superior</b> physical and mental development for the class</li> </ul>			THE HOW

# Visual – A/Open/World

# Marching Percussion

Credit the visual design, the reflection of the music, and the performance of the ensemble. Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

## COMPOSITION

100 Points

<b>Regional A</b> Developing  <b>A Class</b> Basic Concepts  <b>Open Class</b> Intermediate Concepts  <b>World Class</b> Advanced Concepts	<b>Who had the greater understanding as it relates to...</b>				
	<p><b>Quality of Orchestration:</b> Horizontal – The logical progression of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The layering or combination of design choices to enhance the intent and unity of the audio/visual composition.</p> <p><b>Visual Musicality:</b> The visual representation and enhancement of all aspects of the musical program.</p> <p><b>Clarity of Intent:</b> The ability of the designer to make the compositional intent clear.</p> <p><b>Staging:</b> The proper placement of the elements to present the audio/visual.</p> <p><b>Creativity/Variety:</b> The uniqueness and freshness of the visual program</p> <p><b>Attention to Detail:</b> Deliberate consideration of technical, logistical, and expressive subtleties.</p> <p><b>Unity of Elements:</b> The purposeful agreement among the elements of design.</p> <p><b>Simultaneous Responsibility:</b> The combination of musical and visual responsibilities.</p>				
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>
	Descriptors	Never	Rarely	Sometimes	Frequently
Numerical Range	40 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

## PERFORMANCE

100 Points

<b>Regional A</b> Developing  <b>A Class</b> Basic Skills  <b>Open Class</b> Intermediate Skills  <b>World Class</b> Advanced Skills	<b>Who had the greater achievement as it relates to...</b>			
	<p><b>Ensemble Control:</b> The ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.</p> <p><b>Accuracy:</b> The degree of precision relative to the quality of the performance.</p> <p><b>Recovery:</b> The timely and appropriate adjustment to inconsistencies in the presentation.</p> <p><b>Uniformity:</b> The consistent manner of approach (Ensemble).</p> <p><b>Articulation of Body/Equipment:</b> The clear, distinct, and uniform approach to the use of body and equipment (Individual).</p> <p><b>Adherence to Style/Role:</b> The consistent application of a chosen style or role.</p> <p><b>Presence:</b> The ability of the performers to elevate the written program beyond technical accuracy.</p>			
	<b>SUB CAPTION SPREADS</b>			
	<b>Very Comparable</b>	<b>Minor Differences</b>	<b>Definitive Differences</b>	<b>Significant Differences</b>
<b>1 to 2 percentage points</b>	<b>3 to 4 percentage points</b>	<b>5 to 7 percentage points</b>	<b>8 &amp; higher percentage points</b>	





<b>Visual Effect</b>	<b>Marching Percussion Regional A</b>	<b>100 Points</b>
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Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

<b>BOX 1</b> Rarely Discovers <i>FAIR</i> 40-60			<b>BOX 2</b> Sometimes Knows <i>GOOD</i> 61-75			<b>BOX 3</b> Frequently Understands <i>EXCELLENT</i> 76-94			<b>BOX 4</b> Always Applies <i>SUPERIOR</i> 95-100		
40-46 Some 1	47-53 Most 1	54-60 All 1/Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2/Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3/Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4

<b>SUB CAPTION SPREAD GUIDELINES</b>			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

<b>Overall Effect</b>	SCORE 100	<b>Visual Effect</b>	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Program:</b> 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.</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation.</li> <li>• <b>Communication:</b> The harmonious combination and interaction of musical and visual elements that together elevate the program.</li> <li>• <b>Range of Effects:</b> The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>The Visual Journey:</b> The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</li> <li>• <b>Creativity:</b> The originality, uniqueness and imagination infused into the Visual program and presentation.</li> <li>• <b>Musicality:</b> The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.</li> <li>• <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</li> <li>• <b>Excellence as Effect:</b> The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer.</li> </ul>	

Visual Effect	<h2 style="margin: 0;">Marching Percussion</h2> <h3 style="margin: 0;">Regional A</h3>											100 Points	
	<i>Rarely/Discovers</i> <b>FAIR</b>			<i>Sometimes/Knows</i> <b>GOOD</b>			<i>Frequently/Understands</i> <b>EXCELLENT</b>			<i>Always/Applies</i> <b>SUPERIOR</b>			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Overall Effect	<ul style="list-style-type: none"> <li>• Form of the program <b>lacks</b> logic</li> <li>• The program is very <b>incomplete</b>.</li> <li>• <b>Limited</b> exploration of creativity.</li> <li>• Coordination is <b>minimal</b>.</li> <li>• Communication <b>rarely</b> discovered thought the performance.</li> </ul>			<ul style="list-style-type: none"> <li>• The form of the program <b>occasionally</b> includes logical points.</li> <li>• Coordinated moments are <b>developing</b>.</li> <li>• A <b>moderate</b> level of creative effects.</li> <li>• WIP but provides a <b>good</b> opportunity for <b>developing</b> performer.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Understanding</b> of programming, yielding good audience engagement</li> <li>• Audio/ video coordination is <b>frequently</b> incorporated.</li> <li>• <b>Excellent</b> level of communication demonstrating musical expression.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Superior</b> planned effects thought time.</li> <li>• Form <b>always</b> includes climaxes and contrast, which are appropriate to the composition.</li> <li>• Program includes <b>superior</b> levels of creative planning that heightens the program.</li> <li>• Engagement <b>applied</b> thought the entire performance.</li> </ul>			THE WHAT
Visual Effect	<ul style="list-style-type: none"> <li>• <b>Discovering</b> skills but only sporadic in application</li> <li>• <b>Limited</b> use of character, role, and style.</li> <li>• <b>Incomplete</b> program limits the opportunity to demonstrate skills.</li> <li>• <b>Basic</b> Production Value</li> <li>• <b>Lacks</b> understanding of artistic qualities.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Good</b> level of presence is displayed.</li> <li>• Engagement <b>developing</b> with success for longer periods.</li> <li>• <b>Growing</b> understanding of character, role, and style.</li> <li>• <b>Developing</b> range of effects.</li> <li>• <b>Occasional or inconsistent</b> awareness of general responsibilities.</li> <li>• <b>Moderately</b> developed aesthetic, emotional and intellectual effects.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Strong</b> achievement of excellence most of the time.</li> <li>• Color, costume, and props <b>successfully</b> enhance the program and identity.</li> <li>• Performers <b>frequently</b> connect with the audience.</li> <li>• <b>Excellent</b> range of material is compatible with the unit's training.</li> <li>• Aesthetic, emotional, and intellectual effects are more <b>consistently</b> sustained.</li> </ul>			<ul style="list-style-type: none"> <li>• Ability of performers to portray <b>all</b> nuances.</li> <li>• <b>Superior</b> understanding of character, role, and style</li> <li>• Effective <b>advanced</b> approaches provide strong production value.</li> <li>• Performer displays <b>superior</b> level of training thought the program.</li> <li>• Artistic qualities <b>applied</b> from section to section and moment to moment.</li> </ul>			THE HOW

# Visual Effect – A/Open/World

# Marching Percussion

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.

## OVERALL EFFECT

100 Points

<b>A Class</b> Basic Concepts  <b>Open Class</b> Intermediate Concepts  <b>World Class</b> Advanced Concepts	<b>Who had the greater understanding as it relates to...</b>				
	<b>Program:</b> 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. <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation. <b>Communication:</b> The performance techniques that effectively express ideas and connect with the audience. <b>Engagement:</b> The ability to secure, captivate, and sustain the attention of the audience. <b>Coordination:</b> The harmonious combination and interaction of musical and visual elements that together elevate the program. <b>Range of Effects:</b> The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.				
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>
	Never	Rarely	Sometimes	Frequently	Consistently
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Numerical Range	40 to 49	50 to 59	60 to 79	80 to 89	90 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply

## VISUAL EFFECT

100 Points

<b>A Class</b> Basic Skills  <b>Open Class</b> Intermediate Skills  <b>World Class</b> Advanced Skills	<b>Who had the greater achievement as it relates to...</b>			
	<b>The Visual Journey:</b> The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time. <b>Creativity:</b> The originality, uniqueness and imagination infused into the visual program and presentation. <b>Musicality:</b> The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music. <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. <b>Excellence as Effect:</b> The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer.			
	<b>SUB CAPTION SPREADS</b>			
	<b>Very Comparable</b>	<b>Minor Differences</b>	<b>Definitive Differences</b>	<b>Significant Differences</b>
<b>1 to 2 percentage points</b>	<b>3 to 4 percentage points</b>	<b>5 to 7 percentage points</b>	<b>8 &amp; higher percentage points</b>	



<b>Music</b>	<b>Stationary Percussion A, Junior, and Middle School Classes</b>	<b>100 Points</b>
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A, Junior, and Middle School Class units comprise INTRODUCTORY/BEGINNING level skills and excellence.

<b>BOX 1</b> Rarely Discovers <i>FAIR</i> 40-60			<b>BOX 2</b> Sometimes Knows <i>GOOD</i> 61-75			<b>BOX 3</b> Frequently Understands <i>EXCELLENT</i> 76-94			<b>BOX 4</b> Always Applies <i>SUPERIOR</i> 95-100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1/Some 2	Some 2	Most 2	All 2/Some 3	Some 3	Most 3	All 3/Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

<b>COMPOSITION</b>	SCORE 100	<b>PERFORMANCE</b>	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Orchestration:</b> Thoughtful and thorough planning to convey musical ideas.</li> <li>• <b>Elements of Design:</b> Melody, harmony, rhythm, dynamics</li> <li>• <b>Range of Content:</b> Musical and technical repertoire and vocabulary.</li> <li>• <b>Variety:</b> Instrumentation, color, texture, timbre, intensity, tempo utilized in the program.</li> <li>• <b>Continuity:</b> Unified flow and form of musical ideas.</li> <li>• <b>Clarity of Intent:</b> Clear and concise presentation of elements.</li> <li>• <b>Simultaneous responsibilities:</b> The layering of responsibilities placed upon the performers.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sound Production:</b> Clarity of balance, blend, quality of sound.</li> <li>• <b>Musicianship:</b> Ability to convey compositional intent and expressive qualities.</li> <li>• <b>Rhythmic Clarity:</b> Accurate presentation of rhythmic content.</li> <li>• <b>Uniformity:</b> Consistency of technique, phrasing, and quality of sound from player to player.</li> <li>• <b>Ensemble Cohesiveness:</b> Ability to establish and maintain vertical and horizontal pulse control and rhythmic stability.</li> </ul>	

Music	<h2 style="text-align: center;">Stationary Percussion</h2> <h3 style="text-align: center;">A, Junior, and Middle School Classes</h3>											100 Points	
	<i>Rarely/Discovers</i> FAIR			<i>Sometimes/Knows</i> GOOD			<i>Frequently/Understands</i> EXCELLENT			<i>Always/Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Composition	<ul style="list-style-type: none"> <li>• <b>Limited</b> understanding and use of elements.</li> <li>• The program is very <b>incomplete</b>.</li> <li>• <b>No</b> exploration of range.</li> <li>• <b>Limited</b> variety of instrumentation, color, texture, timbre, intensity, or tempo.</li> <li>• Flow and form of musical ideas are <b>not unified or clear</b>.</li> <li>• <b>Limited</b> range of introductory material compatible with training.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Some</b> variety.</li> <li>• Arrangements <b>occasionally</b> include meter and tempo changes.</li> <li>• <b>Good</b> range of material offered.</li> <li>• WIP but provides an adequate opportunity for <b>developing</b> performer.</li> <li>• <b>Minimal</b> simultaneous responsibilities for performers.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Strong</b> range of introductory material is compatible with the individual's training.</li> <li>• <b>Excellent</b> range of material is compatible with the unit's training.</li> <li>• Music interpretation is <b>frequently</b> incorporated.</li> <li>• <b>Above average</b> physical responsibilities are placed upon the performers.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Superior</b> range of Basic/introductory content</li> <li>• <b>Superior</b> variety and versatility.</li> <li>• Performer challenged with growing range of dynamic qualities and concepts.</li> <li>• <b>Very High</b> physical and/ or environmental challenges.</li> </ul>			THE WHAT
Performance	<ul style="list-style-type: none"> <li>• Style is <b>not understood</b>.</li> <li>• <b>Limited</b> understanding of dynamic range.</li> <li>• <b>Struggles</b> with timing.</li> <li>• Balance between sections <b>rarely</b> occurs.</li> <li>• Passages where the ensemble demonstrates the <b>inability</b> to perform in a cohesive manner.</li> <li>• <b>Incomplete</b> program limits training demonstration.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Lapses</b> in pulse control and technique.</li> <li>• <b>Developing</b> musicianship.</li> <li>• <b>Occasional</b> problems exist in relation to dynamics.</li> <li>• <b>Moderate</b> training, concentration, and stamina.</li> <li>• <b>Inconsistent</b> recovery.</li> <li>• <b>Good</b> balance is displayed.</li> </ul>			<ul style="list-style-type: none"> <li>• Introductory skills are <b>understood</b> and often achieved.</li> <li>• Ensemble performance is <b>frequently</b> interpretive and defined.</li> <li>• Pulse and timing issues are <b>rare</b>.</li> <li>• <b>Excellent</b> understanding of blend and balance is displayed.</li> <li>• Lapses in clarity are <b>infrequent</b>.</li> </ul>			<ul style="list-style-type: none"> <li>• Demonstrates control and clarity at <b>all</b> dynamic levels.</li> <li>• Balance is consistently <b>superior</b>.</li> <li>• Ensemble <b>consistently</b> displays all elements of tempo, and rhythm meticulously in the most demanding passages.</li> <li>• <b>Consistent</b> uniformity in individual responsibilities.</li> <li>• Performers display <b>superior</b> level of training thought the program.</li> </ul>			THE HOW





<b>Artistry</b>	<b>Stationary Percussion</b>	<b>100 Points</b>
	<b>A, Junior, and Middle School Classes</b>	
A, Junior, and Middle School Class units comprise INTRODUCTORY/BEGINNING level skills and excellence.		

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
40-60			61-75			76-94			95-100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1/Some 2	Some 2	Most 2	All 2/Some 3	Some 3	Most 3	All 3/Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

PROGRAM	SCORE 100	PERFORMANCE	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>The Journey:</b> The culmination of all elements within the written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion.</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation both musically and visually.</li> <li>• <b>Engagement:</b> The ability to produce a program capable of entertaining the audience/listener.</li> <li>• <b>Coordination:</b> The harmonious combination and interaction of the segmental elements that together elevate the program.</li> <li>• <b>Clarity of Intent:</b> The clear presentation of design ideas through appropriate orchestration and performance.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Musicianship:</b> The understanding and artistic sensitivity of the written score thought expression, blend, balance, and idiomatic interpretation.</li> <li>• <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation, both musically and visually.</li> <li>• <b>Presence:</b> The apparent Poise and effectiveness enabling a connection between the performer and the audience in real time both musically and visually.</li> <li>• <b>Excellence as Effect:</b> The proficiency of technical skills and virtuosity that enable the performers to elicit an appropriate response from the listener.</li> </ul>	

Artistry	<h2 style="text-align: center;">Stationary Percussion</h2> <h3 style="text-align: center;">A, Junior, and Middle School Classes</h3>												100 Points
	<i>Rarely/Discovers</i> FAIR			<i>Sometimes/Knows</i> GOOD			<i>Frequently/Understands</i> EXCELLENT			<i>Always/Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Program	<ul style="list-style-type: none"> <li>Musical form of the program <b>lacks</b> logic</li> <li>The program is very <b>incomplete</b>.</li> <li><b>Limited</b> exploration of creativity.</li> <li>Coordination <b>rarely</b> exists.</li> <li><b>Basic</b> range of engagement offered.</li> </ul>			<ul style="list-style-type: none"> <li>Musical form of the program <b>occasionally</b> includes logical points of climax and contrast.</li> <li>Effective moments are <b>developing</b>.</li> <li>Arrangements develop a <b>moderate</b> level of creative effects.</li> <li>WIP but provides a good opportunity for <b>developing</b> performer.</li> </ul>			<ul style="list-style-type: none"> <li><b>Understanding</b> of programming, yielding good audience engagement</li> <li><b>Excellent</b> range of material is compatible with the unit's training.</li> <li>Music interpretation is <b>frequently</b> incorporated.</li> </ul>			<ul style="list-style-type: none"> <li><b>Superior</b> planned effects thought time.</li> <li>Musical form <b>always</b> includes climaxes and contrast, which are appropriate to the composition.</li> <li>Arrangements include <b>superior</b> levels of creative planning that heightens the program.</li> <li>Engagement is <b>applied</b> thought the entire performance</li> </ul>			THE WHAT
Performance	<ul style="list-style-type: none"> <li>Coordination is <b>minimal</b>.</li> <li>Communication is <b>rarely</b> discovered thought the performance.</li> <li><b>Rarely</b> uses expression and interpretation to communicate style.</li> <li>Balance between sections <b>rarely</b> occurs.</li> <li><b>Lacks</b> appeal due to low level of intensity and emotion.</li> </ul>			<ul style="list-style-type: none"> <li><b>Good</b> level of presence is displayed.</li> <li><b>Developing</b> musicianship.</li> <li>Occasional problems exist in relation to dynamics.</li> <li><b>Moderate</b> levels of showmanship occur.</li> <li><b>Inconsistent</b> use of expression, blend, balance, and interpretation.</li> </ul>			<ul style="list-style-type: none"> <li><b>Excellent</b> level of communication demonstrating musical expression.</li> <li>Performers <b>frequently</b> connect with the audience.</li> <li><b>Understanding</b> of blend and balance is displayed.</li> <li><b>Frequent</b> use of subtlety and nuance.</li> </ul>			<ul style="list-style-type: none"> <li>Ability of performers to portray <b>all</b> nuances.</li> <li>Presence is consistently <b>superior</b>.</li> <li>Ensemble <b>consistently</b> displays all elements of expression, balance, blend, and interpretation.</li> <li>Performers display <b>superior</b> level of training thought the program.</li> </ul>			THE HOW

<b>Music</b>	<b>Stationary Percussion Open Class</b>	<b>100 Points</b>
Open class units comprise INTERMEDIATE level skills and excellence.		

BOX 1 Rarely Discovers <i>FAIR</i> 40-60			BOX 2 Sometimes Knows <i>GOOD</i> 61-75			BOX 3 Frequently Understands <i>EXCELLENT</i> 76-94			BOX 4 Always Applies <i>SUPERIOR</i> 95-100		
40-46 Some 1	47-53 Most 1	54-60 All 1/Some 2	61-65 Some 2	66-70 Most 2	71-75 All 2/Some 3	76-81 Some 3	82-87 Most 3	88-94 All 3/Some 4	95-96 Some 4	97-98 Most 4	99-100 All 4

SUB CAPTION SPREAD GUIDELINES			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

<b>COMPOSITION</b>	SCORE 100	<b>PERFORMANCE</b>	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>Orchestration:</b> Thoughtful and thorough planning to convey musical ideas.</li> <li>• <b>Elements of Design:</b> Melody, harmony, rhythm, dynamics.</li> <li>• <b>Range of Content:</b> Musical and technical repertoire and vocabulary.</li> <li>• <b>Variety:</b> Instrumentation, color, texture, timbre, intensity, tempo utilized in the program.</li> <li>• <b>Continuity:</b> Unified flow and form of musical ideas.</li> <li>• <b>Clarity of Intent:</b> Clear and concise presentation of elements.</li> <li>• <b>Simultaneous responsibilities:</b> The layering of responsibilities placed upon the performers.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sound Production:</b> Clarity of balance, blend, quality of sound.</li> <li>• <b>Musicianship:</b> Ability to convey compositional intent and expressive qualities</li> <li>• <b>Rhythmic Clarity:</b> Accurate presentation of rhythmic content.</li> <li>• <b>Uniformity:</b> Consistency of technique, phrasing, and quality of sound from player to player.</li> <li>• <b>Ensemble Cohesiveness:</b> Ability to establish and maintain vertical and horizontal pulse control and rhythmic stability.</li> </ul>	

# Stationary Percussion

## Open Class

Music

100  
Points



*Rarely/Discovers*  
FAIR

*Sometimes/Knows*  
GOOD

*Frequently/Understands*  
EXCELLENT

*Always/Applies*  
SUPERIOR

40-46    47-53    54-60

61-65    66-70    71-75

76-81    82-87    88-94

95-96    97-98    99-100

Some 1    Most 1    All 1  
Some 2

Some 2    Most 2    All 2  
Some 3

Some 3    Most 3    All 3  
Some 4

Some 4    Most 4    All 4

Composition

- **Limited** understanding and use of elements.
- Program is very **incomplete**.
- **No** exploration of range.
- **Limited** variety of instrumentation, color, texture, timbre, intensity, or tempo.
- Flow and form of musical ideas are **not unified or clear**.
- **Limited** range of intermediate material compatible with training.

- **Some** variety.
- Arrangements **occasionally** include meter and tempo changes.
- **Good** range of material offered.
- WIP but provides an adequate opportunity for **developing** performer.
- **Minimal** simultaneous responsibilities for performers.

- **Strong** range of intermediate material is compatible with the individual's training.
- **Excellent** range of material is compatible with the unit's training.
- Music interpretation is **frequently** incorporated.
- **Above average** physical responsibilities are placed upon the performers.

- **Superior** range of intermediate content
- **Superior** variety and versatility.
- Performer challenged with growing range of dynamic qualities and concepts.
- **Very High** physical and/or environmental challenges.

THE WHAT

Performance

- Style is **not understood**.
- **Limited** understanding of dynamic range.
- **Struggles** with timing.
- Balance between sections **rarely** occurs.
- Passages where the ensemble demonstrates the **inability** to perform in a cohesive manner.
- **Incomplete** program limits training demonstration.

- **Lapses** in pulse control and technique.
- **Developing** musicianship.
- **Occasional** problems exist in relation to dynamics.
- **Moderate** training, concentration, and stamina.
- **Inconsistent** recovery.
- **Good** balance is displayed.

- Intermediate skills are **understood** and often achieved.
- Ensemble performance is **frequently** interpretive and defined.
- Pulse and timing issues are **rare**.
- **Excellent** understanding of blend and balance is displayed.
- Lapses in clarity are **infrequent**.

- Demonstrates control and clarity at **all** dynamic levels.
- Balance is consistently **superior**.
- Ensemble **consistently** displays all elements of tempo, and rhythm meticulously in the most demanding passages.
- **Consistent** uniformity in individual responsibilities.
- Performers display **superior** level of training thought the program.



THE HOW

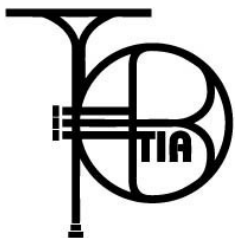
<b>Artistry</b>	<b>Stationary Percussion Open Class</b>	<b>100 Points</b>
Open class units comprise Intermediate level skills and excellence.		

BOX 1 Rarely Discovers <i>FAIR</i>			BOX 2 Sometimes Knows <i>GOOD</i>			BOX 3 Frequently Understands <i>EXCELLENT</i>			BOX 4 Always Applies <i>SUPERIOR</i>		
40-60			61-75			76-94			95-100		
40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100
Some 1	Most 1	All 1/Some 2	Some 2	Most 2	All 2/Some 3	Some 3	Most 3	All 3/Some 4	Some 4	Most 4	All 4

SUB CAPTION SPREAD GUIDELINES			
Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Differences 7 or more tenths

PROGRAM	SCORE 100	PERFORMANCE	SCORE 100
<b>Who had the greater understanding/achievement as it relates to:</b>		<b>Who had the greater understanding/achievement as it relates to:</b>	
<ul style="list-style-type: none"> <li>• <b>The Journey:</b> The culmination of all elements within the written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion.</li> <li>• <b>Creativity:</b> The originality, uniqueness, and imagination infused into the overall program and presentation both musically and visually.</li> <li>• <b>Engagement:</b> The ability to produce a program capable of electing audience/listener.</li> <li>• <b>Coordination:</b> The harmonious combination and interaction of the segmental elements that together elevate the program</li> <li>• <b>Clarity of Intent:</b> The clear presentation of design ideas through appropriate orchestration and performance.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Musicianship:</b> The understanding and artistic sensitivity of the written score thought expression, blend, balance, and idiomatic interpretation.</li> <li>• <b>Artistry:</b> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation, both musically and visually.</li> <li>• <b>Presence:</b> The apparent Poise and effectiveness enabling a connection between the performer and the audience in real time both musically and visually.</li> <li>• <b>Excellence as Effect:</b> The proficiency of technical and virtuosity that enable the performers to elicit an appropriate response from the listener.</li> </ul>	

Artistry	<h2 style="text-align: center;">Stationary Percussion Open Class</h2>											100 Points	
	<i>Rarely/Discovers</i> FAIR			<i>Sometimes/Knows</i> GOOD			<i>Frequently/Understands</i> EXCELLENT			<i>Always/Applies</i> SUPERIOR			
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99-100	
	Some 1	Most 1	All 1 Some 2	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Program	<ul style="list-style-type: none"> <li>Musical form of the program <b>lacks</b> logic</li> <li>The program is very <b>incomplete</b>.</li> <li><b>Limited</b> exploration of creativity.</li> <li>Coordination <b>rarely</b> exists.</li> <li><b>Basic</b> range of engagement offered.</li> </ul>			<ul style="list-style-type: none"> <li>Musical form of the program <b>occasionally</b> includes logical points of climax and contrast.</li> <li>Effective moments are <b>developing</b>.</li> <li>Arrangements develop a <b>moderate</b> level of creative effects.</li> <li>WIP but provides a good opportunity for <b>developing</b> performer.</li> </ul>			<ul style="list-style-type: none"> <li><b>Understanding</b> of programming, yielding good audience engagement</li> <li><b>Excellent</b> range of material is compatible with the unit's training.</li> <li>Music interpretation is <b>frequently</b> incorporated.</li> </ul>			<ul style="list-style-type: none"> <li><b>Superior</b> planned effects thought time.</li> <li>Musical form <b>always</b> includes climaxes and contrast, which are appropriate to the composition.</li> <li>Arrangements include <b>superior</b> levels of creative planning that heightens the program.</li> <li>Engagement is <b>applied</b> thought the entire performance</li> </ul>			THE WHAT
Performance	<ul style="list-style-type: none"> <li>Coordination is <b>minimal</b>.</li> <li>Communication is <b>rarely</b> discovered thought the performance.</li> <li><b>Rarely</b> uses expression and interpretation to communicate style.</li> <li>Balance between sections <b>rarely</b> occurs.</li> <li><b>Lacks</b> appeal due to low level of intensity and emotion.</li> </ul>			<ul style="list-style-type: none"> <li><b>Good</b> level of presence is displayed.</li> <li><b>Developing</b> musicianship.</li> <li>Occasional problems exist in relation to dynamics.</li> <li><b>Moderate</b> levels of showmanship occur.</li> <li><b>Inconsistent</b> use of expression, blend, balance, and interpretation.</li> </ul>			<ul style="list-style-type: none"> <li><b>Excellent</b> level of communication demonstrating musical expression.</li> <li>Performers <b>frequently</b> connect with the audience.</li> <li><b>Understanding</b> of blend and balance is displayed.</li> <li><b>Frequent</b> use of subtlety and nuance.</li> </ul>			<ul style="list-style-type: none"> <li>Ability of performers to portray <b>all</b> nuances.</li> <li>Presence is consistently <b>superior</b>.</li> <li>Ensemble <b>consistently</b> displays all elements of expression, balance, blend, and interpretation.</li> <li>Performers display <b>superior</b> level of training thought the program.</li> </ul>			THE HOW



# PERCUSSION SHOW COORDINATOR

DATE: \_\_\_\_\_  
UNIT: \_\_\_\_\_

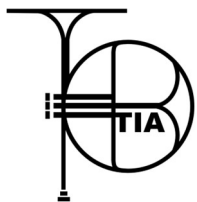
Check Appropriate Class: \_\_\_ Marching Percussion \_\_\_ Stationary Percussion  
\_\_\_ World \_\_\_ Open \_\_\_ A/Sr/Univ \_\_\_ Reg A/Novice/Jr/Middle \_\_\_ Cadet

Number of Performers: \_\_\_\_\_ (Min 5/Unlimited Max.) SET UP TIME: \_\_\_\_\_

### TIMING REQUIREMENTS – MARCHING PERCUSSION (M) AND STATIONARY PERCUSSION (S):

Class	Interval	<u>MINIMUM</u> Performance Time	<u>MAXIMUM</u> Performance Time
World (M)	11.0	4.0	8.0
Open (M/S)	10.0	3.5	7.0
A (M/S)	9.0	3.0	6.0
Jr/Middle/Regional A/Novice (M)	9.0	3.0	6.0
Jr/Middle (S)	8.0	3.0	5.0
Cadet (M)	6.0	0.0	3.0

<b>INTERVAL TIME:</b> _____ seconds under/over ___ x 0.05=	
<b>PERFORMANCE TIME:</b> _____ seconds under/over ___ x 0.05=	
<b>OUT OF BOUNDS/BOUNDARY VIOLATIONS:</b> Performer or walking over the front sideline/throwing equipment over the front sideline. Note time in performance and point to occurrence.	
<div style="border: 2px solid black; width: 300px; height: 80px; margin: 0 auto; display: flex; justify-content: center; align-items: center;"> <div style="border-right: 1px solid black; width: 50%; height: 100%;"></div> <div style="width: 50%; height: 100%;"></div> </div> <p style="text-align: center; margin-top: 5px;">Front</p>	
0.1/Occurrence # _____ x 0.1=	
<b>Other:</b> (see Rule Book for details)	NOTE TIME IN SHOW EACH OCCURRENCE
<ul style="list-style-type: none"> <li>Non-percussive instruments.</li> <li>Use of pre-recorded sounds that set a tempo/rhythm.</li> </ul>	<div style="border: 1px solid black; width: 100%; height: 80px; margin-top: 5px;">           Describe:         </div>
<b>Signature:</b> _____	<b>TOTAL PENALTIES:</b> _____



# CADET - Music

**1 = BRONZE**

**Some success in content and in the performers training of excellence.**

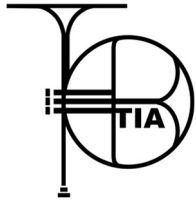
**2 = SILVER**

**Fair success in content and in the performers training of excellence.**

**3 = GOLD**

**Good Success in content and in the performers training of excellence.**





# CADET – Effect

**1 = BRONZE**

**Some success in effects  
and in performers  
understanding of  
performance.**

**2 = SILVER**

**Fair success in effects  
and in performers  
understanding of  
performance.**

**3 = GOLD**

**Good success in effects  
and in performers  
understanding of  
performance.**











