

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



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### Music

## Marching Percussion Novice Class

**100 Points** 



BOX 1 Discovering				BOX 2 Developing				ing
40 - 54			55 - 84			85 - 100		
40 - 44	0 - 44 45 - 50		55 - 63   64 - 73   74 - 84			85 - 89	90 - 94	95 - 100
Rarely	Some	Most	Rarely Some Most			Rarely	Some	Most



	SUB CAPTION SPE	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths
COMPOSITION	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understandin	g/achievement as it relates to:	Who had the greater underst	tanding/achievement as it relates to
<ul> <li>Orchestration: Thoughtful a convey musical ideas.</li> <li>Elements of Design: Melody, I dynamics.</li> <li>Range of Content: Musical and vocabulary compatible with the training/skillset.</li> <li>Variety: Instrumentation, cold intensity, tempo utilized in the Continuity: Unified flow and for clarity of Intent: Clear and confidence.</li> </ul>	d technical repertoire and eperformers  r, texture, timbre, eprogram.  orm of musical ideas	<ul> <li>sound, as well as tuning o</li> <li>Musicianship: Ability to expressive qualities.</li> <li>Rhythmic Clarity: Accurace</li> <li>content.</li> </ul>	ty of balance, blend, quality of fequipment . convey compositional intent are ate presentation of rhythmic of technique, phrasing, and yer to player. : Ability to establish and

Music		Marching Percussion  Novice Class  Novice Class units are comprised of fundamental level skills and excellence.								100 Points
	BOX 1 Discovering  BOX 2 Developing  40 - 44  45 - 50  51 - 54  55 - 63  64 - 73  74 - 84				BOX 3 Understanding 85 - 89 90 - 94 95 - 100					
COMPOSITION	Fundamenta Introductory     Scoring may with ensemble training.     Minimal designations	y variety.  not be com bles level of	npatible	<ul> <li>Modera</li> <li>Scoring regards training</li> <li>Continu</li> <li>Arrange</li> </ul>	Some nental writing ate variety. is Developing to ensemble g uity is develop ements are Ex and dynamic	g in s level of ing. ploring	<ul> <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> <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>			to show  Moderate and tech  Develop responsi  Lack of be occurs o  Occasion interpre  Concent starting  Some at	te lapses in puls inique. ing awareness o	e control of listing on sections ensemble ina are	shows a r training in Lapses in A defined consisten Defined E displayed Recovery	nt technique of moderate amon n all areas. clarity are im I pulse center it listening env Balance is ofte l. skills are deve nts are tuned	proved. provides a vironment. n	ТНЕ HOW

### **Music Effect**

### Marching Percussion Novice Class

**100 Points** 



BOX 1 Discovering				OX 2 eloping		BOX 3 Understanding			
40 - 54			55	5 - 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 SPE	READ GUIDELINES			
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences		
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths		
OVERALL EFFECT	SCORE 100	MUSIC EFFECT	SCORE 100		
Who had the greater understanding	g/achievement as it relates to:	Who had the greater unders	tanding/achievement as it relates t		
<ul> <li>Program: The plan that guides a choices, presenting opportunition manufactured effectiveness. The visual, and programmatic choice for emotional, intellectual, and a Creativity: The originality, unique infused into the overall program.</li> <li>Communication: The harmonious interaction of musical and visual elevate the program.</li> <li>Range of Effects: The varied disperfectiveness, through time vial isolation via planned events and</li> </ul>	es for inherent and e effective blend of music, es, which provides a vehicle esthetic communication eness, and imagination as combination and l elements that together blays of programmatic pacing and continuity, and in	<ul> <li>orchestration technique</li> <li>to establish and sustain aesthetic relationships o</li> <li>Creativity: The originality infused into the musical</li> <li>Musicianship: The under the written score throug idiomatic interpretation.</li> <li>Artistry: The subtlety, nu</li> </ul>	the intellectual, emotional, and ver time.		

Music Effect		Marching Percussion  Novice Class  Novice Class units are comprised of fundamental level skills and excellence.								100 Points
T THE	BOX 1 Discovering			BOX 2 Developing			BOX 3 Understanding			
	40 - 44			55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most	
OVERALL EFFECT	<ul> <li>Rarely Some Most</li> <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. Communication rarely discovered throughout the program.</li> <li>Coordinated moments are minimal.</li> </ul>			<ul> <li>Mood is establis</li> <li>Occasion express conclus</li> <li>Growin prograr</li> <li>Develop coordin and visi</li> </ul>	s occasionally shed on all understanding climax, a sion. g involvemen m. ping points of action betwee all programs.	nding of nd t with n music	<ul> <li>Rarely Some Most</li> <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><li>musicia</li><li>Occasion</li><li>relation</li><li>Develop</li></ul>	onal problems on to dynamics ping use of ex balance, and		<ul> <li>displayed</li> <li>Moderate blend and</li> <li>Defined compatition</li> <li>Perform</li> </ul>	d level of pred.  d.  te Understan  d balance is  range of mat  ble with unit  ers are devel  ion with the a	ding of displayed. terial ts training.	

### Visual

## Marching Percussion Novice Class

**100 Points** 



BOX 1 Discovering				OX 2 eloping		BOX 3 Understanding			
40 - 54			55	5 - 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 SPR	EAD GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths
COMPOSITION	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understanding	g/achievement as it relates to:	Who had the greater unders	tanding/achievement as it relates to
<ul> <li>Quality of Orchestration: the log ideas to enhance the intent and composition.</li> <li>Visual Musicality: The visual report of all aspects of the musical programmer of all aspects of the musical programmer. The ability of the compositional intent clear</li> <li>Staging: The proper placement of audio/visual.</li> <li>Attention to Detail: Deliberate of logical, and expressive subtleties</li> </ul>	unity of the audio/visual presentation and enhancement gram. The designer to make the of the elements to present the consideration of technical,	<ul> <li>accuracy, clarity, and con and line.</li> <li>Accuracy: The degree of pathe performer.</li> <li>Recovery: The timely and inconsistencies in performer.</li> <li>Uniformity: The consister</li> <li>Articulation of Body/Equi uniform approach to the</li> </ul>	oility of the ensemble to maintain trol with respect to space, time, orecision relative to the quality of appropriate adjustment to mance. In manner of approach. In pment: The clear, distinct, and use of body and equipment. The performer to elevate the

Visual		Marching Percussion  Novice Class  Novice Class units are comprised of fundamental level skills and excellence.								100 Points
		BOX 1 Discovering			BOX 2 Developing		BOX 3 Understanding			
l lo	40 - 44 Rarely	45 - 50 Some	51 - 54 Most	55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most	
COMPOSITION	<ul> <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><li>Develo structu</li><li>Growin coordir form.</li><li>Staging</li></ul>	<ul> <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</li> </ul>			<ul> <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>		
PERFORMANCE	<ul> <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> <li>achieve</li> <li>Occasion</li> <li>form, s</li> <li>Inconsing</li> <li>style.</li> <li>Growing</li> <li>ensemble</li> <li>respong</li> <li>Concern</li> </ul>	ig is evident beement is occasional demonst space, and time istent uniformal achievement ble and individual sibilities.  Intration and stag to develop.	sional. ration of e. nity and nt of dual	<ul> <li>still varie</li> <li>Recovery and styli more de</li> <li>Understa carriage</li> <li>Defined</li> <li>Presence</li> <li>Improve and achi</li> </ul>	ing flow, but es person to p y, uniformity stic approach fined. anding of Pos are developing pulse in feet. e is developing d ensemble of evement of cefforts in boo	person. of efforts n are sture, and ng. control, defined	ТНЕ НОW

#### **Visual Effect**

## Marching Percussion Novice Class

**100 Points** 



	BOX 1			OX 2		BOX 3			
L	Discovering		Deve	eloping		Ui	Understanding		
	40 - 54		55	5 - 84			85 - 100		
40 - 44	45 - 50	51 - 54	55 - 63	63   64 - 73   74 - 84   85 - 89   90 - 94   9				95 - 100	
Rarely	Some	Most	Rarely	Some	Most	Rarely	Some	Most	



	SUB CAPTION SPE	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths
OVERALL EFFECT	SCORE 100	VISUAL EFFECT	SCORE 100
Who had the greater understanding	g/achievement as it relates to:	Who had the greater unders	tanding/achievement as it relates t
Program: The plan that guides at choices, presenting opportunities manufactured effectiveness. The visual, and programmatic choice for emotional, intellectual, and a Creativity: The originality, uniquinfused into the overall program Communication: The harmoniou interaction of musical and visual elevate the program.  Range of Effects: The varied disperfectiveness, through time via prisolation via planned events and	s for inherent and e effective blend of music, s, which provides a vehicle esthetic communication. eness, and imagination . s combination and elements that together blays of programmatic sacing and continuity, and in	color, and characterizat intellectual, emotional, time  • Creativity: The originalist infused into the visual p  • Musicality: The underst written work that accurant enhances the music	effective use of form, movement ion to establish and sustain the and aesthetic relationships over ty, uniqueness, and imagination rogram and presentation anding and artistic sensitivity of the ately reflects, interprets, express the uance, detail, craft, and proficier finish of the presentation.

Visual Effect		Marching Percussion  Novice Class  Novice Class units are comprised of fundamental level skills and excellence.										
		BOX 1 Discovering			BOX 2 Developing		l (	BOX 3  Jnderstanding	3	100 Points		
	40 - 44 Rarely	45 - 50 Some	51 - 54 Most	55 - 63 Rarely	64 - 73 Some	74 - 84 Most	85 - 89 Rarely	90 - 94 Some	95 - 100 Most	- 10		
OVERALL EFFECT	<ul> <li>Limited of creativity</li> <li>Community</li> <li>discover programme</li> <li>Coordination</li> <li>minimal</li> <li>Perform</li> </ul>	, nication Rare red thought t n. ated momen	ely he ts are	establis    Occasio    express    conclus    Growin    program    Develo    coordin    and vis	onal understa sion, climax, a sion. ng involvemen	nding of nd it with en music	<ul> <li>Consiste commun</li> <li>Developi</li> <li>Basic use intellectumoment</li> <li>Confiden are beging some moderat</li> </ul>	ng production of emotionaual, and/or ae	l, esthetic manship lop and visual es a rdination.			
VISUAL EFFECT	<ul><li>and intermediate</li><li>Frequent quality.</li><li>Recovery</li><li>Discover sporadic</li></ul>	nicate visual ont.  It lapse in per  y is seldom.  ing skills but  in applicatio  understandi	formance only on.	genera • Recove • Develo role, st	onal awarenes I responsibilit ery skills are gi ping use of ch cyle. ng Staging of	rowing.	<ul><li>displaye</li><li>Defined compati</li><li>Perform</li></ul>	d level of pred.  d.  range of math ble with unith ers are devel ion with the a	erial s training. oping a			

### Music

# Marching Percussion Regional A

**100 Points** 

Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

	BOX 1			BOX 2			вох з		BOX 4			
R	arely Discove	rs	9	Sometimes Know	S		Frequently Underst	ands		Always Applies		
	FAIR			GOOD			<b>EXCELLENT</b>			SUPERIOR		
	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	Slight Differences	Moderate Differences	Significant Differences								
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths								

	COMPOSITION	SCORE 100		PERFORMANCE	SCORE 100
V	Who had the greater understanding/achieve	ement as it relates to:		Who had the greater understanding/achievem	nent as it relates to:
•	Orchestration: Thoughtful and thorough pl	anning to convey musical	•	Sound Production: Clarity of balance, blend, of	quality of sound.
	ideas.		•	Musicianship: Ability to convey compositiona	l intent and expressive
•	Elements of Design: Melody, harmony, rhy	thm, dynamics.		qualities.	
•	Range of Content: Musical and technical re	pertoire and vocabulary.	•	Rhythmic Clarity: Accurate presentation of rh	ythmic content.
•	<b>Variety:</b> Instrumentation, color, texture, tinutilized in the program.	nbre, intensity, tempo		<b>Uniformity:</b> Consistency of technique, phrasir from player to player.	ng, and quality of sound
•	Continuity: Unified flow and form of musica	al ideas.	•	Ensemble Cohesiveness: Ability to establish a	nd maintain vertical and
•	Clarity of Intent: Clear and concise present	ation of elements.		horizontal pulse control and rhythmic stability	
•	Simultaneous responsibilities: The layering	of responsibilities placed			
	upon the performers.				

Music					Marc	ching P	ercuss	ion					100				
IVIGSIC						Regio	nal A					97-98 99-100  Most 4 All 4  range of cory content variety and y. er challenged with range of dynamic and concepts. h physical and/ or nental challenges.  rates control and all dynamic levels. s consistently el consistently all elements of nd rhythm usly in the most ng passages.					
	40-46 Some 1	FAIR 47-53 Most 1	54-60 All 1 Some 2	61-65 Some 2	GOOD 66-70 Most 2	71-75 All 2 Some 3	76-81 Some 3	ently/Unde EXCELLEN 82-87 Most 3			SUPERIOR 97-98 Most 4	99-100					
Composition	The prog     No explo     Limited     color, te     tempo.     Flow and     not unif     Limited	understanding ts. gram is very in oration of rang variety of instructure, timbre, d form of musified or clear. range of introd I compatible w	complete. ie. rumentation, intensity, or cal ideas are	include changes Good ra WIP but opportu perform Minima	ments occas meter and te nge of mater provides an nity for deve	ionally empo rial offered. adequate eloping	material individua  Excellent compatil  Music in incorpor  Above a	terpretation i ated. <b>verage</b> physic bilities are pla	terial is nit's training.	introc Super versal Perfol growi qualit Very I	ior variety a tility. rmer challer ng range of ies and cond High physica	ent nd ged with dynamic cepts. I and/ or	THE WHAT				
Performance	Limited range.     Struggle     Balance occurs.     Passage demons perform	et understood. understanding es with timing. between secti s where the entrates the inab in a cohesive lete program li tration.	ons rarely isemble illity to manner.	technique     Develope     Occasion relation     Modera concent     Inconsis	n pulse conti ue. Jing musician nal problems to dynamics te training, ration, and s tent recover	nship. s exist in tamina. y.	<ul> <li>often acl</li> <li>Ensemble</li> <li>interprete</li> <li>Pulse and</li> <li>Excellente</li> <li>and bala</li> </ul>		e is <b>frequently</b> ed. es are <b>rare</b> . ng of blend ed.	clarity Balan super Ensen displa tempor metic dema Consi individe	v at all dynar ce is consist ior. nble consist ys all eleme o, and rhyth ulously in th nding passa stent unifor dual respons rmers displa of training th	ently ently ints of m e most ges. mity in sibilities. y superior	THE HOW				

### 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 Who had the greater understanding/achievement as it relates to... A Class Basic Orchestration: The thoughtful and thorough planning used to convey musical ideas. Concepts **Elements of Design:** The use of melody, harmony, rhythm, and dynamics within the program. Range of Content: The scope of the musical and technical repertoire and vocabulary utilized in the program. **Open Class Variety:** The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program. Intermediate **Continuity:** The successful combination of all elements used to present a unified flow and form of musical ideas. Concepts **Clarity of Intent:** The presentation of compositional elements in a clear and concise manner. Simultaneous Responsibility: The layering of responsibilities placed upon the performers. **World Class** Advanced Concepts Box 1 Box 2 Box 3 Box 4 Box 5 **Descriptors** Never Rarely Sometimes Frequently Consistently 40 to 49 50 to 59 60 to 79 80 to 89 90 to 100 Numerical Range **Learning Steps** Experience Discover Knows Understand Apply **PERFORMANCE** 100 Points Who had the greater understanding/achievement as it relates to... A Class Basic Skills **Sound Production:** The ability of the performers to clearly present the composition through balance, blend, and quality of sound. **Open Class** Musicianship: The ability of the performers to convey compositional intent and expressive qualities. Intermediate **Rhythmic Clarity:** The ability of the performers to accurately present rhythmic content. Skills **Uniformity:** The consistent presentation of technique, phrasing, and quality of sound from player to player. **Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain pulse control and rhythmic **World Class** stability, both vertically and horizontally. Advanced Skills **SUB CAPTION SPREADS Significant Differences Very Comparable Minor Differences Definitive Differences** 8 & higher percentage points 1 to 2 percentage points 3 to 4 percentage points 5 to 7 percentage points

### Music Effect

# Marching Percussion Regional A

**100 Points** 

Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

	BOX 1 BOX			BOX 2	BOX 3				BOX 4			
R	arely Discove	rs	S	ometimes Knov	/S	Fre	quently Underst	ands	Always Applies			
	FAIR			GOOD			<b>EXCELLENT</b>		SUPERIOR			
	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	Slight Differences	Moderate Differences	Significant Differences							
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths							

Overall Effect	SCORE 100	Music Effect	SCORE 100
Who had the greater understanding/achieve	ment as it relates to:	Who had the greater understanding/achievem	ent as it relates to:
<ul> <li>Program: The plan that guides and motivate presenting opportunities for inherent and m The effective blend of musical, visual, and presenting a vehicle for emotional, intellectual communication.</li> <li>Creativity: The originality, uniqueness, and the overall program and presentation.</li> <li>Communication: The harmonious combina musical and visual elements that together e</li> <li>Range of Effects: The varied displays of program and program and continuity, and events and punctuations.</li> </ul>	anufactured effectiveness. ogrammatic choices, which , and aesthetic imagination infused into tion and interaction of levate the program. grammatic effectiveness,	The Musical Journey: The effective use of reptechniques to establish and sustain the inteller aesthetic relationships over time.  Creativity: The originality, uniqueness and imamusical program and presentation.  Musicianship: The understanding and artistic score through expression, blend, balance, and Artistry: The subtlety, nuance, detail, craft, and the fit and finish of the presentation.  Excellence as Effect: The virtuosity or technical performer(s) that elicits positive responses from	ectual, emotional, and agination infused into the sensitivity of the written idiomatic interpretation. d proficiency that elevate al proficiency of the

Music					Ma	arching	g Perc	ussion					100
Effect						Reg	ional	4					Points
	40-46 Some 1	me 1 Most 1 All 1 Some 2 Most 2 All 2 Some 3 Most 3 All 3				95-96 Some 4	SUPERION 97-98 Most 4						
Overall Effect	logic The princom Limite creati Coord Comm	of the progr rogram is ve nplete. ed exploration vity. lination is m nunication is vered throug rmance.	ry on of inimal. rarely	occas points Coord devel A mod effect WIP b	linated mom oping. derate level s. out provides tunity for de	des logical nents are of creative a good	yieldi engaş • Audic frequ • Exce	rstanding of prong good audience ement / video coordina ently incorporate lent level of constrating musical	etion is ted. nmunication	thoug Form clima are al comp Progr levels that the	rior planned ght time. always incluses and control ppropriate to cosition. cam includes to cosition of creative neightens the gement is apght the entire transce.	udes crast, which the superior planning e program. plied	THE WHAT
Music Effect	interp comm • Baland rarely • Lacks level of emoti	range of effe	e. sections to low and	<ul> <li>displa</li> <li>Devel</li> <li>Occas relatio</li> <li>Incon blend</li> </ul>	, oping music iional proble on to dynam	ianship. ms exist in ics. of expression,	<ul> <li>Frequential</li> <li>Perform</li> <li>Excel</li> </ul>	rstanding of ble ce is displayed. ent use of subtlee. rmers frequentlehe audience. ent range of ma atible with the u	ety and  y connect  iterial is	portr Prese super Enser displa expre and ir	mble consist ays all eleme ession, balan nterpretation irmers displa of training th	es.  ently  ently  nts of  ce, blend  n.  y superior	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 Who had the greater understanding/achievement as it relates to... **A Class** Basic **Program:** The plan that guides and motivates all design choices, presenting opportunities for inherent and Concepts manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication. **Open Class Creativity:** The originality, uniqueness, and imagination infused into the overall program and presentation. Intermediate **Communication:** The performance techniques that effectively express ideas and connect with the audience. Concepts **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 **World Class** elevate the program. Advanced Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and Concepts in isolation via planned events and punctuations. Box 1 Box 2 Box 3 Box 4 Box 5 Rarely Sometimes Consistently Descriptors Never Frequently **Numerical Range** 40 to 49 50 to 59 80 to 89 90 to 100 60 to 79 Experience Discover Knows Understand Apply **Learning Steps MUSIC EFFECT** 100 Points Who had the greater understanding/achievement as it relates to... A Class **Basic Skills** The Musical Journey: The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time. **Open Class Creativity:** The originality, uniqueness and imagination infused into the musical program and presentation. Intermediate Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, Skills and idiomatic interpretation. **Artistry:** The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. **World Class Excellence as Effect:** The virtuosity or technical proficiency of the performer(s) that elicits positive responses from Advanced the listener. Skills **SUB CAPTION SPREADS Definitive Differences** Minor Differences **Significant Differences Very Comparable** 1 to 2 percentage points 8 & higher percentage points 3 to 4 percentage points 5 to 7 percentage points

**Visual** 

# Marching Percussion Regional A

**100 Points** 

Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

									1			
	BOX 1			BOX 2			BOX 3		BOX 4			
R	arely Discove	rs	9	ometimes Know	S	Fred	juently Underst	tands	Always Applies			
	FAIR			GOOD			<b>EXCELLENT</b>		SUPERIOR			
	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 99-1			
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 SP	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

Composition	SCORE 100	Performance	SCORE 100
<ul> <li>Quality of Orchestration: Horizontal – The logical progres to enhance the intent and unity of the audio/visual composition or combination of design choices to enhance the the audio/visual composition.</li> <li>Visual Musicality: The visual representation and enhance of the musical program.</li> <li>Clarity of Intent: The ability of the designer to make the clear.</li> </ul>	s it relates to: ssion of design ideas osition. Vertical – The intent and unity of ement of all aspects compositional intent	<ul> <li>Who had the greater understanding/achiever</li> <li>Ensemble Control: The Ability of the ensemble clarity, and control with respect to space, time</li> <li>Accuracy: The degree of precision relative to performance.</li> <li>Recovery: The timely and appropriate adjusts the performance.</li> <li>Uniformity: The consistent manner of approach</li> </ul>	nent as it relates to:  le to maintain accuracy, i.e., and line. I the quality of the ment to inconsistencies in
<ul> <li>Staging: The proper placement of the elements to prese</li> <li>Creativity/Variety: The uniqueness and freshness of the</li> <li>Attention to Detail: Deliberate consideration of technical expressive subtleties.</li> <li>Simultaneous Responsibility: The Combination of music responsibilities.</li> </ul>	visual program al, logistical, and	<ul> <li>Articulation of body/Equipment: The clear, of approach to the use of body and equipment.</li> <li>Adherence to style: The consistent application</li> <li>Presence: The ability of the performer to elevate beyond technical accuracy.</li> </ul>	on of a chosen style or role

Visual					Mar	ching	Percu	ssion					100
visuai						Regio	onal A						Points
7	Ro	rely/Discov FAIR	vers .	Som	etimes/Kr GOOD	nows	Frequ	ently/Und EXCELLEN		Al	<b>ways/App</b> i SUPERIOR		7
	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	scoring po Connected Occasiona fundamen Transition	d events are <b>ra</b> I <b>I</b> awareness o	arely evident. f the	Good under blend elem whole.     Some orch presented.     Knowledge     Basically, c     Developing	estration, ele e of fundame orrect for thi	te a pleasing ements are entals. is level.	fundame orchestra • Excellent exploration	knowledge on tals with son tion of ideas reflection the con of dimens at of body.	me rough ionality of	<ul><li>design con</li><li>A broad rai material is</li><li>Applies mo</li></ul>	ity and under nection. nge of introd compatible w	standing of uctory vith training. eflect the	THE WHAT
Performance	respon  Rare m  Discove moving Incomp demon Recove attemp Charac	onal achievem sibilities. soments of uni ering the princ g through spac olete program stration. ery not unders sted. teristics, detail	formity. cipals of e limits tood or	<ul> <li>May be opportuskills.</li> <li>Style is develop</li> <li>Some at Good se starting</li> <li>Growing</li> </ul>		vides constrate  but not well ecovery. ence is d mental	• Freque articul • Excelle control • An Un is deve	sh space and ent understa ation of body ent display of l presented.	nding of y. f ensemble of uniformity	space, a Consiste Applies perform Style alv Consiste displaye perform Superio	ways applied. ent sense of ped through the	occurs. Frough the presence e	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.

			ell they communicate	·								
			COMPO	SITION		10	00 Points					
Regional A Developing	Who had the a	greater underst	anding as it rel	ates to								
A Class Basic Concepts	Quality of Orchestration: 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.  Visual Musicality: The visual representation and enhancement of all aspects of the musical program.											
Open Class Intermediate Concepts	Clarity of Intent: The ability of the designer to make the compositional intent clear.  Staging: The proper placement of the elements to present the audio/visual.  Creativity/Variety: The uniqueness and freshness of the visual program											
World Class	Attention to Detail: Deliberate consideration of technical, logistical, and expressive subtleties.											
Advanced	Advanced Unity of Elements: The purposeful agreement among the elements of design.											
Concepts Simultaneous Responsibility: The combination of musical and visual responsibilities.												
	Box 1 Box 2 Box 3 Box 4 Box 5											
Descriptors	Never Rarely Sometimes Frequently Consistently											
Numerical Range												
Learning Steps	Experience	Discover	Kno	ows	Understand	Apply						
			PERFOR	MANCE		10	00 Points					
Regional A	Who had the g	greater achieve	ment as it relat	es to								
Developing	Ensemble Control time, and line.	l: The ability of the	ensemble to maint	ain accuracy, clarit	ty, and control with re	espect to space,						
<b>A Class</b> Basic Skills	Accuracy: The de	egree of precision re		The state of the s								
<b>Open Class</b> Intermediate Skills												
World Class Advanced Skills	-	rle/Role: The consist collity of the perform		•	ole. yond technical accura	ıcy.						
a.aaa ama		,		ON SPREADS	,	•						
Very Cor	nparable	Minor Di	fferences	Definitive	e Differences	Significant	Differences					
	ntage points	3 to 4 perce	ntage points	5 to 7 per	centage points		ercentage points					

Visual Effect

# Marching Percussion Regional A

**100 Points** 

Regional A class units comprise DEVELOPING/INTRODUCTORY level skills and excellence.

						100						
	BOX 1		BOX 2				BOX 3		BOX 4			
R	arely Discove	rs	Sometimes Knows			Fred	quently Unders	tands	Always Applies			
	FAIR		GOOD				<b>EXCELLENT</b>		SUPERIOR			
	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 SP	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

<ul> <li>Who had the greater understanding/achievement as it relates to:</li> <li>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.</li> <li>Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.</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,</li> </ul>	Overall Effect	SCORE 100		Visual Effect	SCORE 100				
<ul> <li>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>Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.</li> <li>Communication: The harmonious combination and interaction of musical and visual elements that together elevate the program.</li> <li>characterization to establish and sustain the intellectual, emotional and aesthetic relationships over time.</li> <li>Creativity: The originality, uniqueness and imagination infused into Visual program and presentation.</li> <li>Musicality: The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.</li> <li>Artistry: The subtlety, nuance, detail, craft, and proficiency that elevals.</li> </ul>	Who had the greater understanding/achieve	ment as it relates to:	Who had the greater understanding/achievement as it relates to:						
through time via pacing and continuity, and in isolation via planned events and punctuations.  • Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer.	presenting opportunities for inherent and many The effective blend of musical, visual, and preprovides a vehicle for emotional, intellectual communication.  • Creativity: The originality, uniqueness, and the overall program and presentation.  • Communication: The harmonious combination musical and visual elements that together elements that t	anufactured effectiveness. ogrammatic choices, which , and aesthetic  imagination infused into  tion and interaction of evate the program. grammatic effectiveness,	• Cre Visu • Mu woo mu: • Arti the	racterization to establish and sustain the infanction aesthetic relationships over time.  ativity: The originality, uniqueness and image and program and presentation.  sicality: The understanding and artistic serick that accurately reflects, interprets, expressic.  stry: The subtlety, nuance, detail, craft, and fit and finish of the presentation.  ellence as Effect: The virtuosity or technical	ntellectual, emotional, agination infused into the insitivity of the written esses, and enhances the individual proficiency that elevate all proficiency of the				

Visual					Marc	hing P	ercuss	ion					100
Effect		1				Regio	nal A						Points
To	Ra	<b>rely/Discove</b> FAIR		Som	etimes/Kn GOOD	ows	Frequently/Understands  EXCELLENT				<b>Always/Applies</b> 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	
10	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><li>The prog</li><li>Limited</li><li>Coording</li><li>Community</li></ul>	the program lagram is very inc exploration of ation is minima nication rarely the performan	complete. creativity. II. discovered	occasion points.  Coordin develop  A mode effects.  WIP but	provides a go	logical s are creative	yielding engager • Audio/ v frequen • Excellen	randing of progood audience ment video coordinate ty incorporate tevel of come trating musical	e ation is ed. munication	though Form clima are a comp Program levels that I	rior planned ght time. I always incluixes and continuous propriate to position. I am includes sof creative heightens the gement applintire perform	rast, which of the superior planning program.	THE WHAT
Visual Effect	in applic Limited style. Incompl opportu Basic Pro	use of characte ete program lir nity to demons oduction Value nderstanding of	er, role, and mits the trate skills.	<ul> <li>displaye</li> <li>Engager success</li> <li>Growing characte</li> <li>Develop</li> <li>Occasio awarene respons</li> <li>Modera</li> </ul>	ment develop for longer per g understandi er, role, and s ping range of nal or inconsi ess of general	ing with riods. ng of tyle. effects. istent	most of Color, co successif and ider Perform with the Excellen compati Aestheti intellect	ichievement of the time. Ostume, and p fully enhance ntity. ers frequently audience. It range of ma ble with the u ic, emotional, ual effects are	rops the program  / connect  terial is nit's training. and e more	Performance  Artist from	ry of perform ray all nuance rior understa acter, role, and tive advance paches provi- uction value. former display of training the ram. tic qualities a section to see tent to mome	es. anding of and style d destrong s superior nought the pplied ection and	тне ном

### Visual Effect - A/Open/World

1 to 2 percentage points

### **Marching Percussion**

8 & higher percentage points

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** Who had the greater understanding as it relates to... A Class **Program:** The plan that guides and motivates all design choices, presenting opportunities for inherent and Basic manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a Concepts vehicle for emotional, intellectual, and aesthetic communication. **Creativity:** The originality, uniqueness, and imagination infused into the overall program and presentation. **Open Class Communication:** The performance techniques that effectively express ideas and connect with the audience. Intermediate **Engagement:** The ability to secure, captivate, and sustain the attention of the audience. Concepts **Coordination:** The harmonious combination and interaction of musical and visual elements that together **World Class** elevate the program. Advanced Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and Concepts in isolation via planned events and punctuations. Box 1 Box 2 Box 3 Box 4 Box 5 Frequently **Descriptors** Never Rarely Sometimes Consistently Numerical Range 40 to 49 50 to 59 60 to 79 80 to 89 90 to 100 Knows Discover Understand Learning Steps Experience Apply **VISUAL EFFECT** 100 Points Who had the greater achievement as it relates to... A Class Basic Skills The Visual Journey: The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time. **Open Class Creativity:** The originality, uniqueness and imagination infused into the visual program and presentation. Intermediate Musicality: The understanding and artistic sensitivity of the written work that accurately reflects, interprets, Skills expresses, and enhances the music. **Artistry:** The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. World Class **Excellence as Effect:** The virtuosity or technical proficiency of the performer(s) that elicits positive responses from Advanced Skills the viewer. **SUB CAPTION SPREADS Very Comparable Minor Differences Definitive Differences Significant Differences**

5 to 7 percentage points

3 to 4 percentage points

Music

# Stationary Percussion A, Junior, and Middle School Classes

**100 Points** 

A, Junior, and Middle School Class units comprise INTRODUCTORY/BEGINNING level skills and excellence.

	BOX 1			BOX 2			вох з			BOX 4	
R	arely Discove	rs	Sometimes Knows			Freq	uently Underst	tands	Always Applies		
	FAIR		GOOD				<b>EXCELLENT</b>		SUPERIOR		
	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 SP	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

COMPOSITION	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understanding/achieve	ement as it relates to:	Who had the greater understanding/achievem	ent as it relates to:
<ul> <li>Orchestration: Thoughtful and thorough plideas.</li> <li>Elements of Design: Melody, harmony, rhy</li> <li>Range of Content: Musical and technical re</li> <li>Variety: Instrumentation, color, texture, tinutilized in the program.</li> <li>Continuity: Unified flow and form of music</li> <li>Clarity of Intent: Clear and concise present</li> <li>Simultaneous responsibilities: The layering upon the performers.</li> </ul>	thm, dynamics epertoire and vocabulary. mbre, intensity, tempo al ideas. ation of elements.	<ul> <li>Sound Production: Clarity of balance, blend, q</li> <li>Musicianship: Ability to convey compositional qualities.</li> <li>Rhythmic Clarity: Accurate presentation of rhy</li> <li>Uniformity: Consistency of technique, phrasin from player to player.</li> <li>Ensemble Cohesiveness: Ability to establish an horizontal pulse control and rhythmic stability</li> </ul>	ythmic content.  ng, and quality of sound  and maintain vertical and

Music					Stati	ionary	Per	cus	sion					100 Points
iviusic			A	, Jun	ior, a	nd Mic	ddle	Sch	nool (	Classes	5			100 Points
7		<b>Rarely/Di</b> s		So	<b>metimes/</b> GOOD		Fre	•	t <b>ly/Unde</b> XCELLEN		Always/Applies SUPERIOR			7
<del>                                   </del>	40-46	47-53	54-60	61-65	66-70	71-75	76-8	1	82-87	88-94	95-96	97-98	99-100	
	Some	Most 1	All 1	Some	Most	All 2	Some	3 1	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Composition	Lir of     The ince     No     Lir inserting     Florare     Lir ms	<ul> <li>of elements.</li> <li>The program is very incomplete.</li> <li>No exploration of range.</li> <li>Limited variety of instrumentation, color, texture, timbre, intensity, or tempo.</li> <li>Flow and form of musical ideas are not unified or clear.</li> <li>Arrangements occasionally include meter and tempo changes.</li> <li>Good range of material offered.</li> <li>WIP but provides an adequate opportunity for developing performer.</li> <li>Minimal simultaneous</li> </ul>					Strong range of introductory 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     Basic/introductory content     Superior variety and     versatility.     Performer challenged with     growing range of dynamic     qualities and concepts.     Very High physical and/ or     environmental challenges.			тне мнат
Performance	Lin dy     Sti     Ba     ra     Pa     de     pe     Ind	monstrates t	tanding of timing. en sections the ensemble he i <b>nability</b> to hesive manner. gram limits	• Dev • Occ rela • Mod con	ses in pulse of nnique. reloping mus asional prob tion to dynal derate traini centration, a onsistent rec od balance is	icianship. lems exist in mics. ng, nd stamina. overy.	• En de	semble equent efined. alse and cellent	e performa  Iy interpres  d timing iss  understan  nce is displa	en achieved. nce is tive and ues are <b>rare.</b> ding of blend	clarity Balan super Enser displatemp metic dema Consi indivi Perfo	mble consist ays all eleme o, and rhyth culously in the inding passa istent unifor dual respon- rmers displa of training the	ently ently nts of m ne most ges. mity in sibilities. y superior	THE HOW

**Artistry** 

# Stationary Percussion A, Junior, and Middle School Classes

**100 Points** 

A, Junior, and Middle School Class units comprise INTRODUCTORY/BEGINNING level skills and excellence.

	BOX 1			BOX 2			BOX 3			BOX 4		
R	arely Discove	rs	S	ometimes Know	rs	Freq	uently Unders	tands		Always Applies		
	FAIR			GOOD		EXCELLENT			SUPERIOR			
	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 99-10			
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	All 4		

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

PROGRAM	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understanding/achieve	ement as it relates to:	Who had the greater understanding/achievem	ent as it relates to:
<ul> <li>The Journey: The culmination of all element that enable the listener to establish an aest time spent, paths taken, destinations reach</li> <li>Creativity: The originality, uniqueness, and the overall program and presentation both</li> <li>Engagement: The ability to produce a prog the audience/listener.</li> <li>Coordination: The harmonious combination segmental elements that together elevaters</li> <li>Clarity of Intent: The clear presentation of appropriate orchestration and performance</li> </ul>	hetic relationship between ed and conclusion. imagination infused into musically and visually. ram capable of entertaining and interaction of the the program. design ideas through	<ul> <li>Musicianship: The understanding and artistic score thought expression, blend, balance, and</li> <li>Artistry: The subtlety, nuance, detail, craft, and the fit and finish of the presentation, both mu</li> <li>Presence: The apparent Poise and effectivene between the performer and the audience in reand visually.</li> <li>Excellence as Effect: The proficiency of technithat enable the performers to elicit an approphistener.</li> </ul>	idiomatic interpretation. Id proficiency that elevate sically and visually. It is enabling a connection eal time both musically cal skills and virtuosity

Artistry		Stationary Percussion A, Junior, and Middle School Classes										100 Points	
	40-46 Some	FAIR 47-53 Most 1	54-60 All 1 Some 2		metimes/ GOOD 66-70 Most 2	Knows		EXCELLEN 82-87 Most 3	erstands		SUPERIO 97-98 Most 4		
Program	Mu lacl     The ince     Lim cre     Coo     Bas	sical form of  s logic program is complete. lited explora ativity. ordination ra ic range of e	the program very tion of	<ul> <li>Musical form of the program occasionally includes logical points of climax and contrast.</li> <li>Effective moments are developing.</li> <li>Arrangements develop a moderate level of creative effects.</li> <li>WIP but provides a good opportunity for developing performer.</li> </ul>		Understanding of programming, yielding good audience engagement     Excellent range of material is compatible with the unit's training.     Music interpretation is frequently incorporated.			Superior planned effects			THE WHAT	
Performance	Cordisoper     Rar     intector     Balar     rare     Lac	ordination is mmunication covered thou formance. rely uses experpretation to mmunicate stance betwee rely occurs. Resappeal duel of intensitiotion.	ris rarely ught the ression and o tyle. en sections	displ Deve Occa relat Mod show Incor expre	d level of prayed.  eloping mussional probion to dynaerate levels manship on insistent use ession, blen nterpretati	licianship. lems exist in mics. s of ccur. e of d, balance,	expres Perfor with the Under	nstrating mus sion. mers frequent ne audience. standing of be e is displayed ent use of sul	ntly connect olend and d.	portr Prese supei Enser displa expre and ii Perfo	mble consist ays all eleme ession, balan nterpretatio rmers displa of training t	es.  ently ents of ce, blend, n. by superior	THE HOW

Music

# Stationary Percussion Open Class

**100 Points** 

Open class units comprise INTERMEDIATE level skills and excellence.

	BOX 1			BOX 2			BOX 3					
R	Rarely Discovers			Sometimes Knows			Frequently Understands			Always Applies		
	FAIR			GOOD			EXCELLENT			SUPERIOR		
	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 99-1		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 SP	READ GUIDELINES	
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

COMPOSITION	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understanding/achieve	ement as it relates to:	Who had the greater understanding/achievem	ent as it relates to:
<ul> <li>Orchestration: Thoughtful and thorough plideas.</li> <li>Elements of Design: Melody, harmony, rhy</li> <li>Range of Content: Musical and technical re</li> <li>Variety: Instrumentation, color, texture, tinutilized in the program.</li> <li>Continuity: Unified flow and form of music</li> <li>Clarity of Intent: Clear and concise present</li> <li>Simultaneous responsibilities: The layering upon the performers.</li> </ul>	anning to convey musical thm, dynamics. epertoire and vocabulary. mbre, intensity, tempo al ideas. ation of elements.	<ul> <li>Sound Production: Clarity of balance, blend, q</li> <li>Musicianship: Ability to convey compositional qualities</li> <li>Rhythmic Clarity: Accurate presentation of rhy</li> <li>Uniformity: Consistency of technique, phrasin from player to player.</li> <li>Ensemble Cohesiveness: Ability to establish an horizontal pulse control and rhythmic stability</li> </ul>	uality of sound. intent and expressive ythmic content. g, and quality of sound nd maintain vertical and

Music					Statio	onary F	Percus	sion					100
iviusic						Open	Class						Points
7	R	arely/Disco	vers	Sometimes/Knows GOOD			Frequently/Understands  EXCELLENT			Alv	Y		
	40-46	47-53	54-60	61-65	66-70	71-75	76-81	82-87	88-94	95-96	97-98	99- 100	
1	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	1
Composition	<ul> <li>Limited understanding and use of elements.</li> <li>Program is very incomplete.</li> <li>No exploration of range.</li> <li>Limited variety of instrumentation, color, texture, timbre, intensity, or tempo.</li> <li>Flow and form of musical ideas are not unified or clear.</li> <li>Limited range of intermediate material compatible with training.</li> <li>Some variety.</li> <li>Arrangements occasionally include meter and tempo changes.</li> <li>Good range of material offered.</li> <li>WIP but provides an adequate opportunity for developing performer.</li> <li>Minimal simultaneous responsibilities for performers.</li> <li>Limited range of intermediate material is compatible with the individual's training.</li> <li>Excellent range of material is compatible with the individual's training.</li> <li>Music interpretation is frequently incorporated.</li> <li>Above average physical responsibilities are placed upon the performers.</li> <li>Very High preformers.</li> </ul>						mediate cont rior variety a tility. rmer challen ing range of cies and cond High physica	ent nd ged with dynamic epts. I and/ or	THE WHAT				
Performance	Limit dyna     Stru     Balai rarel     Pass: dem perfo     Incoi	is not understand ted understand mic range. ggles with timinate between so by occurs. ages where the constrates the inderstand in a cohesi mplete programing demonstrating	ding of  ng. ections e ensemble nability to ve manner. m limits	Developi     Occasion to dynam     Moderate and stam     Inconsiste	ng musiciansh al problems ex iics. e training, con	ip. kist in relation centration,	<ul> <li>and o</li> <li>Enser interp</li> <li>Pulse</li> <li>Excell and b</li> </ul>	ften achieved nble performa retive and de and timing is: ent understa alance is disp	ance is <b>frequently</b> efined. sues are <b>rare.</b> nding of blend	clarity levels Balan super Enser displatemp metic dema Consi indivi Perfo super	ce is consiste	ently ently nts of m e most ges. mity in sibilities. y raining	тне ном

**Artistry** 

# Stationary Percussion Open Class

**100 Points** 

Open class units comprise Intermediate level skills and excellence.

	BOX 1	1 BOX 2					вох з		BOX 4			
R	arely Discove	rs	S	ometimes Knov	vs	Freq	uently Unders	tands		Always Applies		
	FAIR			GOOD		- //	<b>EXCELLENT</b>		SUPERIOR			
	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 99-1		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 A			

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

PROGRAM	SCORE 100	PERFORMANCE	SCORE 100
Who had the greater understanding/achieve	ement as it relates to:	Who had the greater understanding/achievem	ent as it relates to:
<ul> <li>The Journey: The culmination of all element that enable the listener to establish an aest time spent, paths taken, destinations reach</li> <li>Creativity: The originality, uniqueness, and the overall program and presentation both</li> <li>Engagement: The ability to produce a progaudience/listener.</li> <li>Coordination: The harmonious combination segmental elements that together elevaters</li> <li>Clarity of Intent: The clear presentation of appropriate orchestration and performance</li> </ul>	hetic relationship between ed and conclusion. imagination infused into musically and visually. ram capable of electing and interaction of the che program design ideas through	<ul> <li>Musicianship: The understanding and artistic s score thought expression, blend, balance, and</li> <li>Artistry: The subtlety, nuance, detail, craft, an the fit and finish of the presentation, both must be tween the apparent Poise and effectiveness between the performer and the audience in reand visually.</li> <li>Excellence as Effect: The proficiency of technic enable the performers to elicit an appropriate listener.</li> </ul>	idiomatic interpretation. d proficiency that elevate sically and visually. ss enabling a connection eal time both musically cal and virtuosity that

A utiotus.			Stationar	y Perc	ussior	1				100 Points
Artistry			Open Class							
	Rarely/Discover           FAIR         40-46         47-53         5-	<b>Son</b> 54-60 61-65	GOOD 66-70 71-75	Frequently/Understands EXCELLENT 76-81 82-87 88-94			Always/Applies			
		All 1 Some ome 2 2	Most All 2 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4	
Program	Musical form of the program lacks logic     The program is very incomplete.     Limited exploration of creativity.     Coordination rarely exploration of creativity.     Basic range of engage offered.	Musical occa point cont of exists.  Y exists.  In germent occa point cont occa	cal form of the program sionally includes logical as of climax and rast. tive moments are loping.  Ingements develop a erate level of creative	<ul><li>yielding</li><li>Excelle compatrainin</li><li>Music</li></ul>	ent range of r tible with the	gramming, te engagement material is e unit's	Music clima: are ap comp     Arran super plann progr     Engage thoug	xes and con opropriate to osition. gements ind ior levels of ing that hei	rays includes trast, which o the clude f creative ghtens the	THE WHAT
Performance	Coordination is mining Communication is raid discovered thought to performance. Rarely uses expression interpretation to communicate style. Balance between securarely occurs. Lacks appeal due to be level of intensity and emotion.	displements of the state of the	I level of presence is ayed. Iloping musicianship. Isional problems exist in ion to dynamics.  I erate levels of imanship occur.  Insistent use of ession, blend, balance, interpretation.	comm musica • Perfor with th • <b>Under</b> balance	ent level of unication der lexpression. mers frequer le audience. standing of be is displayed ent use of sulle.	ntly connect olend and d.	portra Prese super Enser displa expre and ir Perfo	nble c <b>onsist</b> ys all eleme ssion, balan  terpretatio  rmers displa  of training t	es. stently ents of ice, blend, n. ay superior	THE HOW



# PERCUSSION SHOW COORDINATOR

DATE:	
UNIT:	

Check Appropriate Class: March	ing PercussionS	Stationary Percussion				
World	Open A/Sr/Ur	iv Reg A/Novice/Jr/N	1iddleCadet			
Number of Performers:	_ (Min 5/Unlimited Max.)	SET UP TIME:				
TIMING REQUIREMENTS – MARCHING PERC	CUSSION (M) AND STATIONAR	Y PERCUSSION (S):				
Class	Interval	MINIMUM Performance Time	MAXIMUM 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			
Performer or walking over the front sideline/performance and point to occurrence.		ront sideline. Note time in				
	Front	0.1/Occurrence #_	x0.1=			
Other: (see Rule Book for details)	NOTE TIME IN	I SHOW EACH OCCURRENCE				
<ul> <li>Non-percussive instruments.</li> <li>Use of pre-recorded sounds that tempo/rhythm.</li> </ul>	Describe:					
Signature:		TOTAL I	PENALTIES:			



# **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.



1 = BRONZE

2 = SILVER

3 = GOLD

Some success in effects and in performers understanding of performance.

Fair success in effects and in performers understanding of performance.

Good success in effects and in performers understanding of performance.



### 2024 TIA PERCUSSION MUSIC/VISUAL MARCHING PERCUSSION: NOVICE CLASS



	BOX 1	BOX 2	BOX 3
Descriptors	FAIR	GOOD	EXCELLENT
Numerical Range	40-54	55 - 84	85-100
Learning Steps	DISCOVERING	DEVELOPING	UNDERSTANDING

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

UNIT							
СОМР							
PERF							
TOTAL							



## 2024 TIA PERCUSSION MUSIC/VISUAL EFFECT MARCHING PERCUSSION: NOVICE CLASS



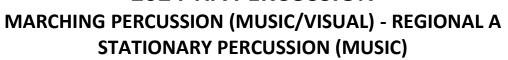
	BOX 1	BOX 2	BOX 3
Descriptors	FAIR	GOOD	EXCELLENT
Numerical Range	40-54	55 - 84	85-100
Learning Steps	DISCOVERING	DEVELOPING	UNDERSTANDING

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

UNIT							
OVERALL							
MUSIC VISUAL							
TOTAL							



### **2024 TIA PERCUSSION**





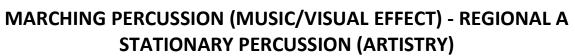
	BOX 1	BOX 2	BOX 3	BOX4
Descriptors	FAIR	GOOD	EXCELLENT	SUPERIOR
Numerical Range	40-60	61-75	76-94	95-100
Learning Steps	DISCOVERS	KNOWS	UNDERSTANDS	APPLIES

Very Comparable Minor Differences		Definitive Differences	Significant Differences	
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points	

UNIT							
СОМР							
PERF							
TOTAL							



### **2024 TIA PERCUSSION**





	BOX 1	BOX 2	BOX 3	BOX4
Descriptors	FAIR	GOOD	EXCELLENT	SUPERIOR
Numerical Range	40-60	61-75	76-94	95-100
Learning Steps	DISCOVERS	KNOWS	UNDERSTANDS	APPLIES

Very Comparable	Very Comparable Minor Differences		Significant Differences
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

UNIT							
OVERALL							
MUSIC VISUAL							
TOTAL							



# **2024 TIA PERCUSSION MUSIC/VISUAL** MARCHING PERCUSSION - A/OPEN/WORLD



	BOX 1	BOX 2	BOX 3	BOX4	BOX 5
Descriptors	NEVER	RARELY	SOMETIMES	FREQUENTLY	CONSISTANTLY
Numerical Range	40 - 49	50-59	60 - 79	80 - 89	90 - 100
Learning Steps	EXPEIENCE	DISCOVER	KNOWS	UNDERSTANDS	APPLIES

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

UNIT							
OVERALL							
MUSIC VISUAL							
TOTAL							



## 2024 TIA PERCUSSION EFFECT MARCHING PERCUSSION - A/OPEN/WORLD



	BOX 1	BOX 2	BOX 3	BOX4	BOX 5
Descriptors	NEVER	RARELY	SOMETIMES	FREQUENTLY	CONSISTANTLY
Numerical Range	40 - 49	50-59	60 - 79	80 - 89	90 - 100
Learning Steps	EXPEIENCE	DISCOVER	KNOWS	UNDERSTANDS	APPLIES

	Very Comparable Minor Differences		Definitive Differences	Significant Differences
Г	1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

NNIT							
CLASS							
OVERALL							
MUSIC VISUAL							
TOTAL							