









MARCHING PERCUSSION	
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Music	Marching Percussion Novice Class									100 Points
Novice Class units are comprised of fundamental level skills and excellence.										
	BOX 1 Discovering			BOX 2 Developing			BOX 3 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										
Insignificant Differences 0 to 1 tenth		Slight Differences 2 to 3 tenths			Moderate Differences 4 to 6 tenths			Significant Differences 7 or more tenths		
COMPOSITION			SCORE 100			PERFORMANCE			SCORE 100	
Who had the greater understanding/achievement as it relates to:						Who had the greater understanding/achievement as it relates to:				
<ul style="list-style-type: none">Orchestration: Thoughtful and thorough planning to convey musical ideas.Elements of Design: Melody, harmony, rhythm, dynamics.Range of Content: Musical and technical repertoire and vocabulary compatible with the performers training/skillset.Variety: Instrumentation, color, texture, timbre, intensity, tempo utilized in the program.Continuity: Unified flow and form of musical ideasClarity of Intent: Clear and concise presentation of elements.						<ul style="list-style-type: none">Training: Skill sets to support the vocabulary.Sound Production: Clarity of balance, blend, quality of sound, as well as tuning of equipment .Musicianship: Ability to convey compositional intent and expressive qualities.Rhythmic Clarity: Accurate presentation of rhythmic content.Uniformity: Consistency of technique, phrasing, and quality of sound from player to player.Ensemble Cohesiveness: Ability to establish and maintain vertical and horizontal pulse control and rhythmic stability.				



Music	Marching Percussion Novice Class <i>Novice Class units are comprised of fundamental level skills and excellence.</i>									100 Points
	BOX 1 Discovering			BOX 2 Developing			BOX 3 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"> Fundamental writing with Introductory variety. Scoring may not be compatible with ensembles level of training. Minimal design logic. 			<ul style="list-style-type: none"> Fundamental writing with Moderate variety. Scoring is Developing in regards to ensembles level of training. Continuity is developing. Arrangements are Exploring variety and dynamic ranges. 			<ul style="list-style-type: none"> Variety and creativity is developing and apparent. Scoring is compatible with ensembles level of training. Arrangements Occasionally include tempo and dynamic changes. Ensemble is Sometimes challenged with physical responsibilities while playing. 			THE WHAT
	<ul style="list-style-type: none"> Limited display of training. Struggles with timing, rhythmic accuracy, technique. Unclear understanding of Listening environment. Phrasing and expression are Seldom attempted. Lack of balance between sections occurs often. Limited display of uniformity and technique. Concentration is Minimal. There is little attempt at tuning the equipment. 			<ul style="list-style-type: none"> Instrument technique is Beginning to show training. Moderate lapses in pulse control and technique. Developing awareness of listing responsibilities. Lack of balance between sections occurs occasionally. Occasional evidence of ensemble interpretive style. Concentration and stamina are starting to develop. Some attempt has been made to tune the equipment. 			<ul style="list-style-type: none"> Instrument technique often shows a moderate amount of training in all areas. Lapses in clarity are improved. A defined pulse center provides a consistent listening environment. Defined Balance is often displayed. Recovery skills are developing. Instruments are tuned for a good sound.. 			THE HOW



Music Effect	Marching Percussion Novice Class										100 Points
Novice Class units are comprised of fundamental level skills and excellence.											
	BOX 1 Discovering			BOX 2 Developing			BOX 3 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											
Insignificant Differences 0 to 1 tenth		Slight Differences 2 to 3 tenths			Moderate Differences 4 to 6 tenths			Significant Differences 7 or more tenths			
OVERALL EFFECT		SCORE 100			MUSIC EFFECT				SCORE 100		
Who had the greater understanding/achievement as it relates to:					Who had the greater understanding/achievement as it relates to:						
<ul style="list-style-type: none">• Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.• Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.• Communication: The performance techniques that effectively express ideas and connect with the audience.• Engagement: The ability to secure, captivate, and sustain the attention of the audience.• Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.• Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.					<ul style="list-style-type: none">• The Musical Journey: The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.• Creativity: The originality, uniqueness, and imagination infused into the musical program and presentation.• Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.• Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.• Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.						

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

Visual	Marching Percussion Novice Class										100 Points
Novice Class units are comprised of fundamental level skills and excellence.											
	BOX 1 Discovering			BOX 2 Developing			BOX 3 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											
Insignificant Differences 0 to 1 tenth			Slight Differences 2 to 3 tenths			Moderate Differences 4 to 6 tenths			Significant Differences 7 or more tenths		
COMPOSITION			SCORE 100			PERFORMANCE			SCORE 100		
Who had the greater understanding/achievement as it relates to:						Who had the greater understanding/achievement as it relates to:					
<ul style="list-style-type: none">Quality of Orchestration: the logical progression of design ideas 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.Clarity of Intent: The ability of the designer to make the compositional intent clearStaging: The proper placement of the elements to present the audio/visual.Attention to Detail: Deliberate consideration of technical, logical, and expressive subtleties.						<ul style="list-style-type: none">Training to support the vocabulary.Ensemble Control: The ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.Accuracy: The degree of precision relative to the quality of the performer.Recovery: The timely and appropriate adjustment to inconsistencies in performance.Uniformity: The consistent manner of approach.Articulation of Body/Equipment: The clear, distinct, and uniform approach to the use of body and equipment.Presence: The ability of the performer to elevate the written program beyond technical accuracy.					

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

Visual Effect	Marching Percussion Novice Class										100 Points
Novice Class units are comprised of fundamental level skills and excellence.											
	BOX 1 Discovering			BOX 2 Developing			BOX 3 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											
Insignificant Differences 0 to 1 tenth		Slight Differences 2 to 3 tenths			Moderate Differences 4 to 6 tenths			Significant Differences 7 or more tenths			
OVERALL EFFECT			SCORE 100			VISUAL EFFECT			SCORE 100		
Who had the greater understanding/achievement as it relates to:						Who had the greater understanding/achievement as it relates to:					
<ul style="list-style-type: none">• Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.• Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.• Communication: The performance techniques that effectively express ideas and connect with the audience.• Engagement: The ability to secure, captivate, and sustain the attention of the audience.• Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.• Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.						<ul style="list-style-type: none">• The Visual Journey: The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time• Creativity: The originality, uniqueness, and imagination infused into the visual program and presentation• Musicality: The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music.• Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.					



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

Music	Marching Percussion Regional A	100 Points
Regional A class units comprise DEVELOPING/INTRODUCTORY 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

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



Music	<div> <h1>Marching Percussion</h1> <h2>Regional A</h2> </div>												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	
	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"> Limited understanding and use of elements. The 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 introductory material compatible with training. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Superior range of introductory 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	<ul style="list-style-type: none"> Style 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. 			<ul style="list-style-type: none"> Lapses in pulse control and technique. Developing musicianship. Occasional problems exist in relation to dynamics. Moderate training, concentration, and stamina. Inconsistent recovery. Good balance displayed. 			<ul style="list-style-type: none"> Introductory skills 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. 			<ul style="list-style-type: none"> 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

Music Effect	Marching Percussion Regional A	100 Points
Regional A class units comprise DEVELOPING/INTRODUCTORY 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	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

Overall Effect	SCORE 100	Music Effect	SCORE 100
Who had the greater understanding/achievement as it relates to:		Who had the greater understanding/achievement as it relates to:	
<ul style="list-style-type: none"> • Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication. • Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation. • Communication: The performance techniques that effectively express ideas and connect with the audience. • Engagement: The ability to secure, captivate, and sustain the attention of the audience. • Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program. • Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations. 		<ul style="list-style-type: none"> • The Musical Journey: The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time. • Creativity: The originality, uniqueness and imagination infused into the musical program and presentation. • Musicianship: The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation. • Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. • Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener. 	



Music Effect	Marching Percussion Regional A												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	
Overall Effect	<ul style="list-style-type: none"> Form of the program lacks logic The program is very incomplete. Limited exploration of creativity. Coordination is minimal. Communication is rarely discovered throughout the performance. 			<ul style="list-style-type: none"> The form of the program occasionally includes logical points. Coordinated moments are developing. A moderate level of creative effects. WIP but provides a good opportunity for developing performer. 			<ul style="list-style-type: none"> Understanding of programming, yielding good audience engagement Audio/ video coordination is frequently incorporated. Excellent level of communication demonstrating musical expression. 			<ul style="list-style-type: none"> Superior planned effects thought time. Form always includes climaxes and contrast, which are appropriate to the composition. Program includes superior levels of creative planning that heightens the program. Engagement is applied thought the entire performance. 			THE WHAT
Music Effect	<ul style="list-style-type: none"> Rarely uses expression and interpretation to communicate style. Balance between sections rarely occurs. Lacks appeal due to low level of intensity and emotion. Basic range of effects offered. 			<ul style="list-style-type: none"> Good level of presence is displayed. Developing musicianship. Occasional problems exist in relation to dynamics. Inconsistent use of expression, blend, balance, and interpretation. 			<ul style="list-style-type: none"> Understanding of blend and balance is displayed. Frequent use of subtlety and nuance. Performers frequently connect with the audience. Excellent range of material is compatible with the unit's training. 			<ul style="list-style-type: none"> Ability of performers to portray all nuances. Presence is consistently superior. Ensemble consistently displays all elements of expression, balance, blend and interpretation. Performers display superior level of training thought the program. 			THE HOW

Visual	Marching Percussion Regional A	100 Points
Regional A class units comprise DEVELOPING/INTRODUCTORY 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

Composition	SCORE 100	Performance	SCORE 100
Who had the greater understanding/achievement as it relates to:		Who had the greater understanding/achievement as it relates to:	
<ul style="list-style-type: none"> • 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. • 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 • Attention to Detail: Deliberate consideration of technical, logistical, and expressive subtleties. • Simultaneous Responsibility: The Combination of musical and visual responsibilities. 		<ul style="list-style-type: none"> • Ensemble Control: The Ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line. • Accuracy: The degree of precision relative to the quality of the performance. • Recovery: The timely and appropriate adjustment to inconsistencies in the performance. • Uniformity: The consistent manner of approach • Articulation of body/Equipment: The clear, distinct, and uniform approach to the use of body and equipment. • Adherence to style: The consistent application of a chosen style or role • Presence: The ability of the performer to elevate the written program beyond technical accuracy. 	



Visual	<h1>Marching Percussion</h1> <h2>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"> Incomplete composition may limit scoring potential. Connected events are rarely evident. Occasional awareness of the fundamentals. Transitions are abrupt. Characteristics and detail rarely evident 			<ul style="list-style-type: none"> Good understanding of how to blend elements to create a pleasing whole. Some orchestration, elements are presented. Knowledge of fundamentals. Basically, correct for this level. Developing audio/visual structure 			<ul style="list-style-type: none"> Excellent knowledge of fundamentals with some orchestration of ideas. Excellent reflection through exploration of dimensionality of equipment of body. Transitions are frequently well designed. 			<ul style="list-style-type: none"> Superior horizontal orchestration. Applies unity and understanding of design connection. A broad range of introductory material is compatible with training. Applies movement to reflect the audio/Visual coordination. 			THE WHAT
Performance	<ul style="list-style-type: none"> Occasional achievement of some responsibilities. Rare moments of uniformity. Discovering the principals of moving through space Incomplete program limits demonstration. Recovery not understood or attempted. Characteristics, details, and nuances are rare 			<ul style="list-style-type: none"> Moderate uniformity May be WIP but provides opportunity to demonstrate skills. Style is recognizable but not well developed. Some attempts at recovery. Good sense of presence is starting to develop. Growing physical and mental development for class. 			<ul style="list-style-type: none"> Frequent achievement of moving through space and time. Frequent understanding of articulation of body. Excellent display of ensemble control presented. An Understanding of uniformity is developing. Frequent recovery is occurring. 			<ul style="list-style-type: none"> Superior achievement of time, space, and form. Consistent recovery occurs. Applies uniformity through the performance. Style always applied. Consistent sense of presence displayed through the performance. Superior physical and mental development for the class 			THE HOW

Visual Effect	Marching Percussion Regional A	100 Points
Regional A class units comprise DEVELOPING/INTRODUCTORY 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

Overall Effect	SCORE 100	Visual Effect	SCORE 100
Who had the greater understanding/achievement as it relates to:		Who had the greater understanding/achievement as it relates to:	
<ul style="list-style-type: none"> • Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication. • Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation. • Communication: The performance techniques that effectively express ideas and connect with the audience. • Engagement: The ability to secure, captivate, and sustain the attention of the audience. • Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program. • Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations. 		<ul style="list-style-type: none"> • The Visual Journey: The effective use of form, movement, color, and characterization to establish and sustain the intellectual, emotional, and aesthetic relationships over time. • Creativity: The originality, uniqueness and imagination infused into the Visual program and presentation. • Musicality: The understanding and artistic sensitivity of the written work that accurately reflects, interprets, expresses, and enhances the music. • Artistry: The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation. • Excellence as Effect: The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the viewer. 	

Visual Effect	<div>Marching Percussion</div> <div>Regional A</div>												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	
Overall Effect	<ul style="list-style-type: none"> Form of the program lacks logic The program is very incomplete. Limited exploration of creativity. Coordination is minimal. Communication rarely discovered thought the performance. 			<ul style="list-style-type: none"> The form of the program occasionally includes logical points. Coordinated moments are developing. A moderate level of creative effects. WIP but provides a good opportunity for developing performer. 			<ul style="list-style-type: none"> Understanding of programming, yielding good audience engagement Audio/ video coordination is frequently incorporated. Excellent level of communication demonstrating musical expression. 			<ul style="list-style-type: none"> Superior planned effects thought time. Form always includes climaxes and contrast, which are appropriate to the composition. Program includes superior levels of creative planning that heightens the program. Engagement applied thought the entire performance. 			THE WHAT
Visual Effect	<ul style="list-style-type: none"> Discovering skills but only sporadic in application Limited use of character, role, and style. Incomplete program limits the opportunity to demonstrate skills. Basic Production Value Lacks understanding of artistic qualities. 			<ul style="list-style-type: none"> Good level of presence is displayed. Engagement developing with success for longer periods. Growing understanding of character, role, and style. Developing range of effects. Occasional or inconsistent awareness of general responsibilities. Moderately developed aesthetic, emotional and intellectual effects. 			<ul style="list-style-type: none"> Strong achievement of excellence most of the time. Color, costume, and props successfully enhance the program and identity. Performers frequently connect with the audience. Excellent range of material is compatible with the unit's training. Aesthetic, emotional, and intellectual effects are more consistently sustained. 			<ul style="list-style-type: none"> Ability of performers to portray all nuances. Superior understanding of character, role, and style Effective advanced approaches provide strong production value. Performer displays superior level of training thought the program. Artistic qualities applied from section to section and moment to moment. 			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

<div><div>A Class</div><div>Basic Concepts</div><div>Open Class</div><div>Intermediate Concepts</div><div>World Class</div><div>Advanced Concepts</div></div>	Who had the greater understanding/achievement as it relates to...					
	<div><div>Orchestration:</div> The thoughtful and thorough planning used to convey musical ideas.</div> <div><div>Elements of Design:</div> The use of melody, harmony, rhythm, and dynamics within the program.</div> <div><div>Range of Content:</div> The scope of the musical and technical repertoire and vocabulary utilized in the program.</div> <div><div>Variety:</div> The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.</div> <div><div>Continuity:</div> The successful combination of all elements used to present a unified flow and form of musical ideas.</div> <div><div>Clarity of Intent:</div> The presentation of compositional elements in a clear and concise manner.</div> <div><div>Simultaneous Responsibility:</div> The layering of responsibilities placed upon the performers.</div>					
	Box 1	Box 2	Box 3	Box 4	Box 5	
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	

PERFORMANCE

100 Points

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

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

<div><div>A Class</div><div>Basic Concepts</div><div>Open Class</div><div>Intermediate Concepts</div><div>World Class</div><div>Advanced Concepts</div></div>	Who had the greater understanding/achievement as it relates to...					
	<p>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.</p> <p>Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation.</p> <p>Communication: The performance techniques that effectively express ideas and connect with the audience.</p> <p>Engagement: The ability to secure, captivate, and sustain the attention of the audience.</p> <p>Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.</p> <p>Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.</p>					
	Box 1	Box 2	Box 3	Box 4	Box 5	
	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	

MUSIC EFFECT

100 Points

<div><div>A Class</div><div>Basic Skills</div><div>Open Class</div><div>Intermediate Skills</div><div>World Class</div><div>Advanced Skills</div></div>	Who had the greater understanding/achievement as it relates to...						
	<div><div>The Musical Journey:</div> The effective use of repertoire and orchestration techniques to establish and sustain the intellectual, emotional, and aesthetic relationships over time.</div> <div><div>Creativity:</div> The originality, uniqueness and imagination infused into the musical program and presentation.</div> <div><div>Musicianship:</div> The understanding and artistic sensitivity of the written score through expression, blend, balance, and idiomatic interpretation.</div> <div><div>Artistry:</div> The subtlety, nuance, detail, craft, and proficiency that elevate the fit and finish of the presentation.</div> <div><div>Excellence as Effect:</div> The virtuosity or technical proficiency of the performer(s) that elicits positive responses from the listener.</div>						
	SUB CAPTION SPREADS						
	Very Comparable		Minor Differences			Definitive Differences	
to 2 percentage points		3 to 4 percentage points		5 to 7 percentage points		8 & higher percentage points	

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

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

PERFORMANCE

100 Points

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

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

<div>A Class Basic Concepts</div> <div>Open Class Intermediate Concepts</div> <div>World Class Advanced Concepts</div>	Who had the greater understanding as it relates to...					
	Program: The plan that guides and motivates all design choices, presenting opportunities for inherent and manufactured effectiveness. The effective blend of musical, visual, and programmatic choices, which provides a vehicle for emotional, intellectual, and aesthetic communication.					
	Creativity: The originality, uniqueness, and imagination infused into the overall program and presentation. Communication: The performance techniques that effectively express ideas and connect with the audience. Engagement: The ability to secure, captivate, and sustain the attention of the audience. Coordination: The harmonious combination and interaction of musical and visual elements that together elevate the program.					
	Range of Effects: The varied displays of programmatic effectiveness, through time via pacing and continuity, and in isolation via planned events and punctuations.					
	Box 1	Box 2	Box 3	Box 4	Box 5	
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



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

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



Music	Stationary Percussion A, Junior, and Middle School Classes												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	
	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"> • Limited understanding and use of elements. • The 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 introductory material compatible with training. 			<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • 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. 			THE WHAT
	<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • Introductory 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. 			<ul style="list-style-type: none"> • 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

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



Effect	Stationary Percussion A, Junior, and Middle School Classes												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"> Musical form of the program lacks logic The program is very incomplete. Limited exploration of creativity. Coordination rarely exists. Basic range of engagement offered. 			<ul style="list-style-type: none"> Musical form of the program occasionally includes logical points of climax and contrast. Effective moments are developing. Arrangements develop a moderate level of creative effects. WIP but provides a good opportunity for developing performer. 			<ul style="list-style-type: none"> Understanding of programming, yielding good audience engagement Excellent range of material is compatible with the unit's training. Music interpretation is frequently incorporated. 			<ul style="list-style-type: none"> Superior planned effects thought time. Musical form always includes climaxes and contrast, which are appropriate to the composition. Arrangements include superior levels of creative planning that heightens the program. Engagement is applied thought the entire performance 			THE WHAT
Performance	<ul style="list-style-type: none"> Coordination is minimal. Communication is rarely discovered thought the performance. Rarely uses expression and interpretation to communicate style. Balance between sections rarely occurs. Lacks appeal due to low level of intensity and emotion. 			<ul style="list-style-type: none"> Good level of presence is displayed. Developing musicianship. Occasional problems exist in relation to dynamics. Moderate levels of showmanship occur. Inconsistent use of expression, blend, balance, and interpretation. 			<ul style="list-style-type: none"> Excellent level of communication demonstrating musical expression. Performers frequently connect with the audience. Understanding of blend and balance is displayed. Frequent use of subtlety and nuance. 			<ul style="list-style-type: none"> Ability of performers to portray all nuances. Presence is consistently superior. Ensemble consistently displays all elements of expression, balance, blend, and interpretation. Performers display superior level of training thought the program. 			THE HOW

Music	Stationary Percussion Open Class	100 Points
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

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



Music	Stationary Percussion Open Class												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"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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

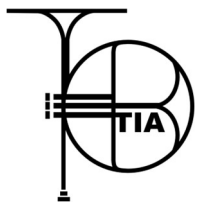
Effect	Stationary Percussion Open Class	100 Points
Open class units comprise Intermediate level skills and excellence.		

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 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

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

Effect	Stationary Percussion Open Class												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"> Musical form of the program lacks logic The program is very incomplete. Limited exploration of creativity. Coordination rarely exists. Basic range of engagement offered. 			<ul style="list-style-type: none"> Musical form of the program occasionally includes logical points of climax and contrast. Effective moments are developing. Arrangements develop a moderate level of creative effects. WIP but provides a good opportunity for developing performer. 			<ul style="list-style-type: none"> Understanding of programming, yielding good audience engagement Excellent range of material is compatible with the unit's training. Music interpretation is frequently incorporated. 			<ul style="list-style-type: none"> Superior planned effects thought time. Musical form always includes climaxes and contrast, which are appropriate to the composition. Arrangements include superior levels of creative planning that heightens the program. Engagement is applied thought the entire performance 			THE WHAT
Performance	<ul style="list-style-type: none"> Coordination is minimal. Communication is rarely discovered thought the performance. Rarely uses expression and interpretation to communicate style. Balance between sections rarely occurs. Lacks appeal due to low level of intensity and emotion. 			<ul style="list-style-type: none"> Good level of presence is displayed. Developing musicianship. Occasional problems exist in relation to dynamics. Moderate levels of showmanship occur. Inconsistent use of expression, blend, balance, and interpretation. 			<ul style="list-style-type: none"> Excellent level of communication demonstrating musical expression. Performers frequently connect with the audience. Understanding of blend and balance is displayed. Frequent use of subtlety and nuance. 			<ul style="list-style-type: none"> Ability of performers to portray all nuances. Presence is consistently superior. Ensemble consistently displays all elements of expression, balance, blend, and interpretation. Performers display superior level of training thought the program. 			THE HOW



CADET - Music

1 = BRONZE

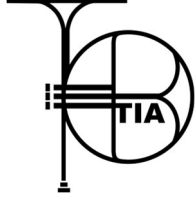
**Some success in
content and in the
performers training of
excellence.**

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.**



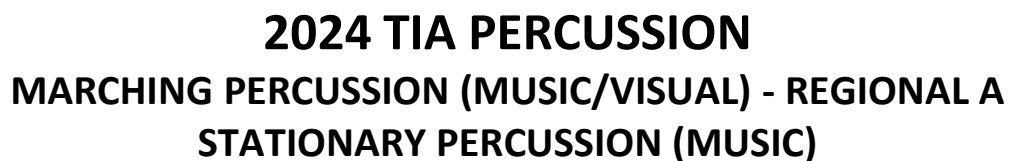
Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 - 2 percentage points	3 - 4 percentage points	5 - 7 percentage points	8 + percentage points

[illegible]



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

[illegible]

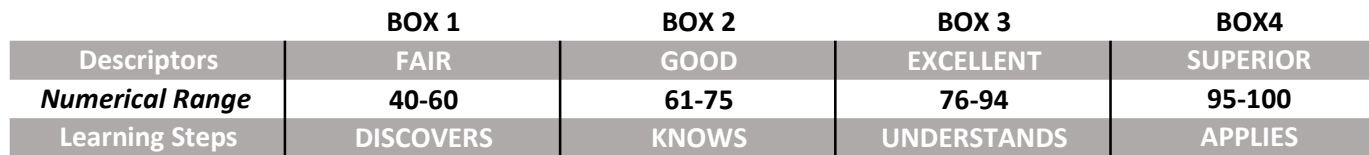
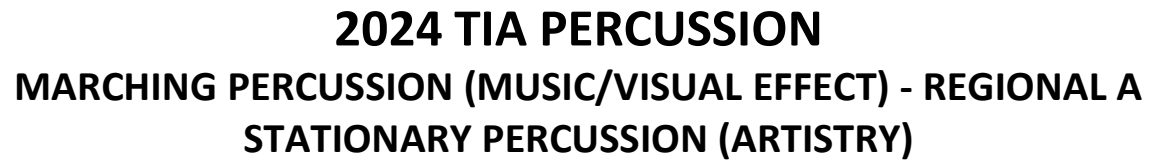


	BOX 1	BOX 2	BOX 3	BOX4
Descriptors	FAIR	GOOD	EXCELLENT	SUPERIOR
<i>Numerical Range</i>	40-60	61-75	76-94	95-100
Learning Steps	DISCOVERS	KNOWS	UNDERSTANDS	APPLIES

SUB-CAPTION SPREADS

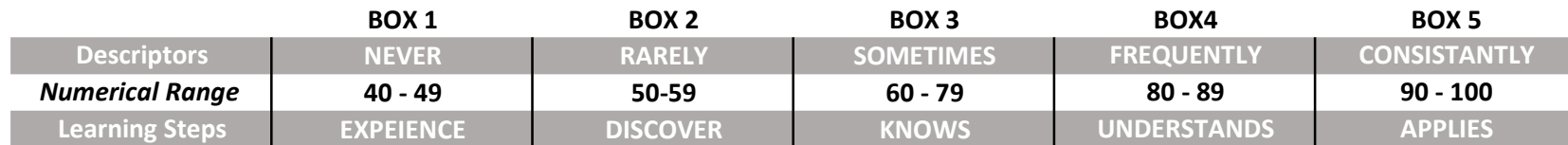
Very Comparable	Minor Differences	Definitive Differences	Significant Differences
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[illegible]



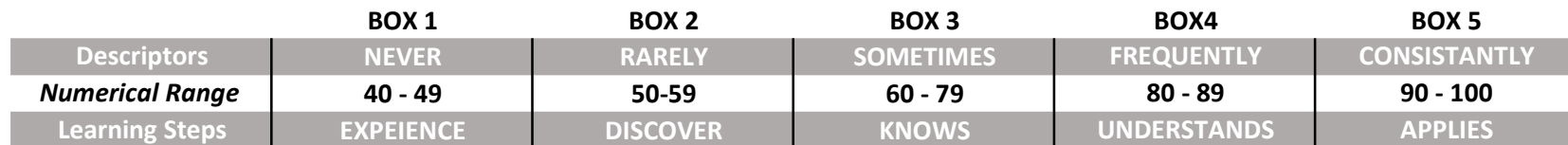
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