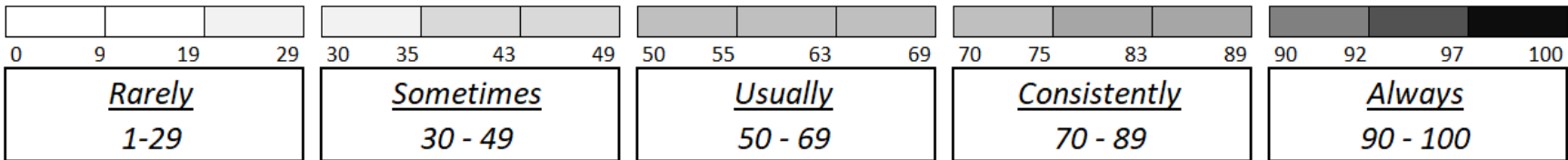


General Effect

Repertoire Effect	Performance Effect
<ul style="list-style-type: none"> • Audio and Visual Engagement • Programmatic Interpretation • Variety of Effects • Creativity, Originality, and Artistry 	<ul style="list-style-type: none"> • Deliver/Sustain the Effects • Embody/Sustain the Character, Role, Identity, Style • Communicate Detail, Nuance, and Artistic Qualities
<p>Score: MAX 100</p>	<p>Score: MAX 100</p>

Total: MAX 200



General Effect

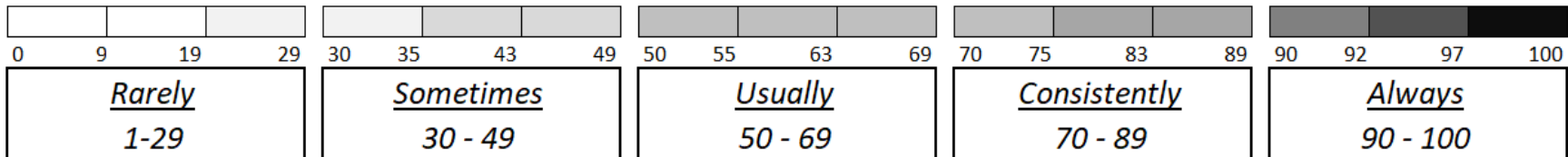
Repertoire Effect	Performance Effect
<ul style="list-style-type: none">• To what extent, over time, is the repertoire and conceptual vision effective through compelling impact, contour, shape, pace, development, etc. both visually and musically?• To what extent is the coordination effective, through visual to visual, audio to audio, and audio to visual developments? Does it speak with a unified voice?• To what extent, over time, is there variety of effect, both visually and musically?• To what extent is there a presence of creativity and/or originality and/or artistry?	<ul style="list-style-type: none">• To what extent and how effectively, over time, do the student engage through excellence, communication skills, and emotional commitment?• To what degree and how effectively, over time, do the students deliver and sustain the planned effects, both visual and audio, of the program?• To what degree and how effectively do the students deliver and sustain the character, role, style or identity over time?• To what degree and how effectively, over time, do the students deliver and sustain details, nuance, and artistic musical and visual qualities?• To what degree and how effectively, over time, do the students sustain the visual and musical mood?

*How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?*

Visual Performance

Content	Achievement
<ul style="list-style-type: none"> • Depth of form, body, equipment responsibilities • Simultaneous responsibilities • Use of expressive components • Changes in meter, pulse, tempo 	<ul style="list-style-type: none"> • Demonstration of training • Demonstration of expressive qualities • Clarity, timing, articulation of body, form, equipment • Precision with respect to challenge • Overall environmental challenges • Concentration, stamina, and recovery
<p align="right">Score: <i>MAX 100</i></p>	<p align="right">Score: <i>MAX 100</i></p>

Total: *MAX 200*



Visual Performance

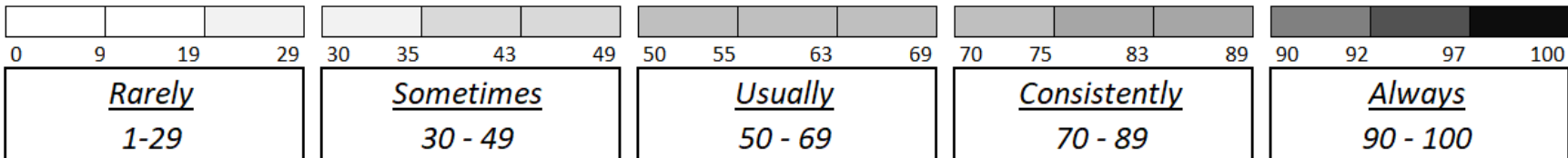
Content	Achievement
<ul style="list-style-type: none"> • To what extent do all of the individual responsibilities of form, body, and equipment, including those responsibilities related to other members of the ensemble, contribute to the depth and range of the content? • To what extent do all of the layered responsibilities and environmental challenges of playing an instrument, moving to/from forms, and moving around the field while manipulating body position and equipment, contribute to the range and depth of the content? Consider variety, changes of direction, distance from other students, proximity to other students, and field conditions as examples. • To what extent do variations in time, direction, weight, and muscle variation given to members of percussion, winds, and color guard contribute to the range and quality of expression through body, equipment, and form of the content? • To what extent do any of the musical challenges, including wide variations in meter, pulse and temp, contribute to the range and depth of the content? 	<ul style="list-style-type: none"> • To what extent are the students, whether as individuals or as a part of a collective group – large or small – demonstrating and achieving training and refined techniques? • To what extent, are the students, through the use of the arms, torso, muscle flexibility, changes in speed and space, demonstrating and achieving expressive qualities with clarity and ease from one moment to the next or from one phrase to the next? • To what extent are the students demonstrating and achieving significant clarity of timing and articulation of body, form and equipment, and therefore, contributing to achievement? Articulation requires both a precision of timing and an understanding of pathways of body and equipment from the start, during a phrase, and to the end of a phrase. • Considering all challenges, to what extent and how do the students demonstrate and achieve precision? • To what extent are the students demonstrating, managing and achieving the challenges of the environment – distance, proximity, field conditions, etc.? • To what extent are the students demonstrating and achieving concentration, an understanding of recovery, and sustained stamina?

*How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?*

Visual Analysis

Composition	Achievement
<ul style="list-style-type: none"> • Depth and breadth of design elements over time • Enhancement of musical structure • Range of expressive components and detail • Quality of orchestration • Quality of craftsmanship 	<ul style="list-style-type: none"> • Clarity of form, body, and equipment • Variety of responsibilities • Challenge of the overall environment • Consistency and precision throughout the ensemble
<p>Score: MAX 100</p>	<p>Score: MAX 100</p>

Total: MAX 200



Visual Analysis

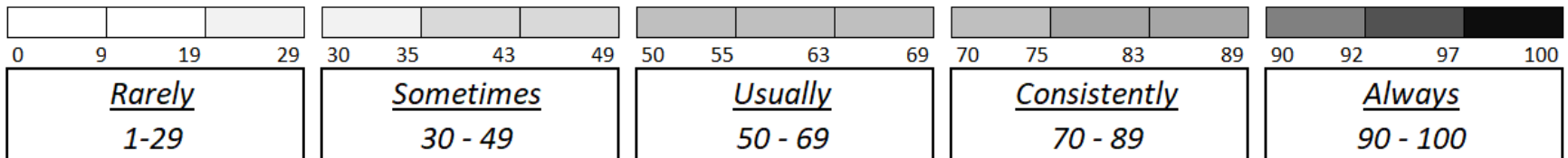
Composition	Achievement
<ul style="list-style-type: none"> • To what extent are the elements and principles of design utilized, including unity? To what extent is there depth, breadth and range of design, including variety? • To what extent is there a relationship to the musical structure? (There are phrases, dynamics, accents, and many other developments in the music, one of the many essential motivations for the visual design.) • To what extent is there breadth, range, and depth of expressive aspects within the design, through the choreographic totality of all of the students? (Expression has many approaches – including the use of form. Consider expressive aspects in conjunction with the music to determine the range of expression. Examine, within expression, the details that will also determine the breadth and range and depth over time.) • To what extent is there a quality of orchestration? (Characteristics of quality orchestration include clear and defined pathways and developments between phrases, whether in form, body, or equipment. Consider also if pictorial integrity and kinetic integrity are represented.) • To what extent is there a quality of craftsmanship, including careful placement of voices, props, colors, and students? How thorough is there detail in all aspects of the design of form, body, and equipment? 	<ul style="list-style-type: none"> • To what extent is there a demonstration and achievement of clarity of all design elements? (Clarity is the derivative of understanding what the students are doing and how well they demonstrate their responsibilities. We look at the dual filters of “what and “how”). • To what extent is the ensemble demonstrating and achieving precision through variety, depth, and range of expressive and technical skills – their choreographic totality – among all students of the ensemble? • To what extent are the students demonstrating and achieving control over the challenges of the overall environment? (This challenge of the environment includes, but is not limited to, separation in space, velocity, proximity, challenges of the music, and the layering of responsibilities.) • To what extent do the students exhibit the ability to recover with immediacy, clarity, and control?

How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?

Music Performance

Content	Achievement
<ul style="list-style-type: none"> • Depth of musical vocabulary • Depth and range of technical and musical skills • Simultaneous responsibilities • Range of musical, physical, and environmental challenges 	<ul style="list-style-type: none"> • Quality of tone • Accuracy of pitch and intonation • Precision of rhythmic accuracy and timing • Clarity and uniformity of style, interpretation, and articulation • Balance and blend • Expressiveness and musicianship • Precision of content with respect to challenge
<p>Score: MAX 100</p>	<p>Score: MAX 100</p>

Total: MAX 200



Music Performance

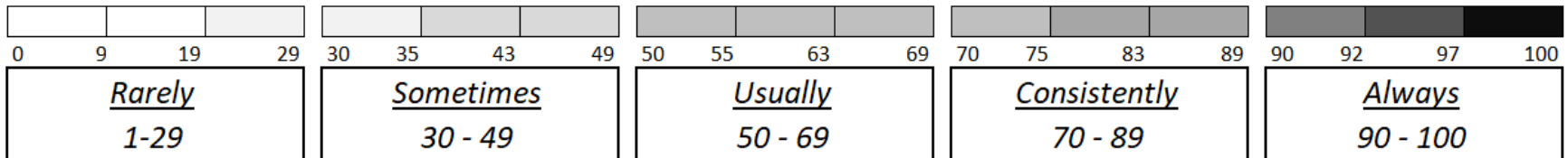
Content	Achievement
<ul style="list-style-type: none">• To what extent is the breadth and depth of individual and shared responsibilities represented in the musical vocabulary?• To what extent is the depth and range of technical and musical skills represented in the musical vocabulary?• To what degree and how does the layering of all demands – musical, environmental, and physical – contribute to SIMULTANEOUS RESPONSIBILITIES?• To what degree and how do all of the layered responsibilities of playing an instrument, moving to/from forms, moving around the field, manipulating body position, and proximity to other students contribute to the breadth and range of musical, environmental, and physical demands?	<ul style="list-style-type: none">• To what degree and how are the students achieving quality of tone?• To what degree and how are the students achieving accuracy of pitch and intonation?• To what degree and how are the students achieving precision in accuracy and timing?• To what degree and how are the students achieving clarity, uniformity of style, interpretation, and articulation?• To what degree and how are the students achieving appropriate balance and blend?• To what degree and how are the students achieving expressive qualities and musicianship?• Considering all challenges, to what degree and how are the students achieving musicality, precision, and accuracy?

How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?

Music Analysis

Content	Achievement
<ul style="list-style-type: none"> • Orchestration <ul style="list-style-type: none"> ○ Creativity ○ Variety ○ Range of content – technical and expressive ○ Arrangement of all musical elements • Clarity of design <ul style="list-style-type: none"> ○ Relationship of musical elements ○ Blend and balance • Simultaneous responsibilities 	<ul style="list-style-type: none"> • Deliver/Sustain the Effects <ul style="list-style-type: none"> ○ Sound production ○ Musicianship ○ Intonation and pitch control ○ Clarity and precision • Appropriateness of balance, blend, sonority, and fidelity • Ensemble cohesiveness • Expression: Uniformity of style and interpretation • Mastery of musical, physical, and environmental challenges
Score: MAX 100	Score: MAX 100

Total: MAX 200



Music Analysis

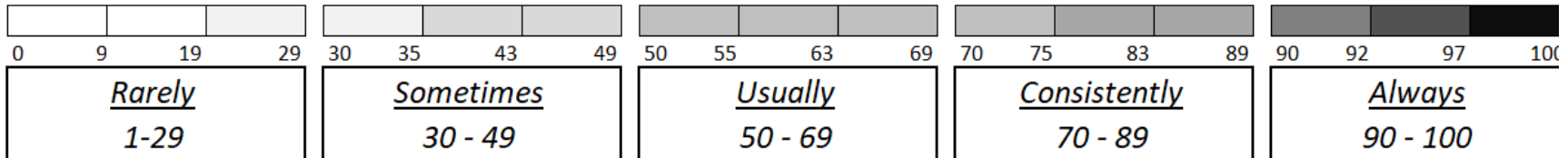
Content	Achievement
<ul style="list-style-type: none"> • To what degree do CREATIVITY, VARIETY, RANGE OF CONTENT, and the ARRANGEMENT OF ALL ELEMENTS contribute to the ORCHESTRATION? <ul style="list-style-type: none"> CREATIVITY: The originality, uniqueness, and imagination infused into the musical composition. VARIETY: The diversity of instrumentation, color, texture, timbre, intensity, detail, harmonic and rhythmic vocabulary, and nuance utilized in the musical composition. RANGE OF CONTENT – TECHNICAL AND EXPRESSIVE: The scope of the musical and technical composition and vocabulary. ARRANGEMENT OF ALL ELEMENTS: The crafting of the chosen acoustic and synthetic elements that create an elevated musical presentation. • To what degree do the RELATIONSHIP OF MUSICAL ELEMENTS and BLEND AND BALANCE WITHIN THE MUSICAL ENSEMBLE contribute to the CLARITY OF DESIGN? <ul style="list-style-type: none"> RELATIONSHIP OF MUSICAL ELEMENTS: The arranging and composing of all brass, percussion, and synthetic elements in a musically appropriate manner for maximized expression. BLEND AND BALANCE: The thoughtful arrangement of sonic relationships among all musical elements combined to present a successful audio presentation. • To what degree and in what manner does the layering of all SIMULTANEOUS RESPONSIBILITIES – musical, physical, and environmental – contribute to the depth and breadth of the program? 	<ul style="list-style-type: none"> • Considering all challenges over time, to what degree and how well does the musical ensemble demonstrate EXCELLENCE AS IT RELATES TO SOUND PRODUCTION, MUSICIANSHIP, INTONATION, and CLARITY AND PRECISION? <ul style="list-style-type: none"> SOUND PRODUCTION: The ability to present clearly the composition through the mastery of the characteristic sounds. MUSICIANSHIP: The ability to convey compositional intent and expressive qualities. INTONATION and PITCH CONTROL: The ability of the ensemble to produce, maintain, and control pitch with consistency and accuracy. CLARITY AND PRECISION: The ability of the students to achieve the musical design vocabulary with clarity and accuracy throughout the performance. • To what degree and how appropriately does the music ensemble achieve BALANCE, BLEND, SONORITY, and FIDELITY? • To what degree and how well do the students demonstrate ENSEMBLE COHESIVENESS by the ability to establish and maintain pulse control and rhythmic stability, vertically and horizontally, and also exhibit recovery with immediacy, clarity, and control? • To what degree do the students contribute to EXPRESSION by uniformity of style, interpretation, phrasing, and musicality? • How successfully does the music ensemble achieve MASTERY OF MUSICAL, PHYSICAL, and ENVIRONMENTAL CHALLENGES?

How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?

Color Guard

Substance	Achievement
<ul style="list-style-type: none"> • Range of choreographic totality • Use of expressive and technical components • Representation of musical structure • Simultaneous responsibilities • Range: Musical, physical, environmental challenges 	<ul style="list-style-type: none"> • Demonstration of training • Achievement of body and equipment challenges • Achievement of technical and expressive components • Precision with respect to the overall challenges • Response to overall environmental challenges • Success with concertation, stamina, and recovery
<p>Score: MAX 100</p>	<p>Score: MAX 100</p>

Total: MAX 200



Color Guard

Substance

Consider the range as the sum of the events in all areas, including the design choices.

- To what extent, over time, is there a range of choreographic totality, including development into form, body choreography, and equipment choreography? (This includes variations in styles, expression, or dynamic efforts, as well as variations in idioms, etc.)
- To what extent, over time, is there a depth and variety of technical and expressive components, which includes the range of expressive components (dynamic effort changes) of time, space, muscle variations, etc.?
- To what extent, over time, does the color guard exhibit simultaneous and/or layered responsibilities, which include the use of body, equipment, and the development of form?
- To what extent, over time, is there a range of musical and/or physical challenges of environment?
- To what extent, over time, is there a relationship to the musical structure and its contribution to the skills of the performer? To what extent, over time, do the phrases, accents, dynamics, and variations in the music broaden and deepen the skill set of the students and the challenges to the students?

Achievement

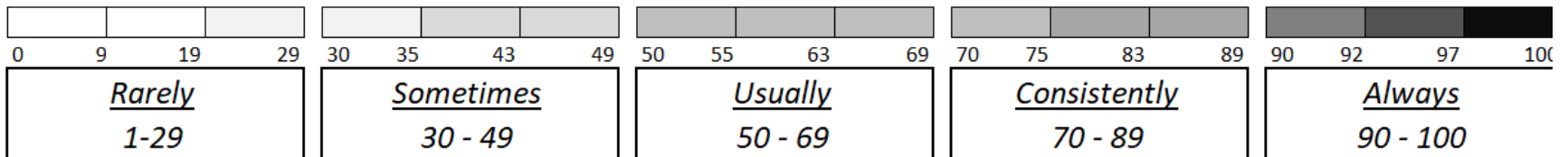
- Over time, to what extent and how do the students demonstrate training through the detail of travel, control of their bodies, relative position with respect to other students, the development of staging, and in all of the choreographic totality?
- Over time, to what extent and how do the students achieve various styles within all facets of the choreographic totality?
- Over time, to what extent and how do the students achieve clarity with uniform alignment and orientation of all body choreography and equipment work?
- Over time, given the scale and scope of the field, to what extent and how do the students demonstrate projection of dynamic effort changes and do the students demonstrate achievement in the technical aspects of body, form, and equipment?
- Over time, to what extent and how do the students demonstrate and achieve an understanding of tempo and timing throughout the program?
- Over time, to what extent and how do the students use the whole body while demonstrating expression, intensity, and subtlety?
- Over time, to what extent and how do the students respond to the overall challenges of the environment?
- Over time, to what extent and how do the students demonstrate physical strength, flexibility, concentration, stamina, and recovery?

*How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?*

Percussion

Content	Achievement
<ul style="list-style-type: none"> • Musical and Technical vocabulary <ul style="list-style-type: none"> ○ Creativity ○ Variety ○ Range of content • Clarity of compositional intent • Simultaneous responsibilities: Musical, physical, environment 	<ul style="list-style-type: none"> • Excellence as it relates to: <ul style="list-style-type: none"> ○ Sound production ○ Musicianship ○ Rhythmic clarity and precision • Ensemble cohesiveness • Uniformity <ul style="list-style-type: none"> ○ Expression ○ Blend and balance ○ Interpretation
<p style="text-align: right;">Score: MAX 100</p>	<p style="text-align: right;">Score: MAX 100</p>

Total: MAX 200



Percussion

Content	Achievement
<ul style="list-style-type: none"> • To what degree and how do CREATIVITY, VARIETY, and the RANGE OF CONTENT contribute to the MUSICAL AND TECHNICAL VOCABULARY? <ul style="list-style-type: none"> ○ CREATIVITY: The originality, uniqueness, and imagination that are infused into the percussion composition. ○ VARIETY: The diversity of instrumentation, color, texture, timbre, intensity, detail, and nuance utilized in the percussion composition. ○ RANGE OF CONTENT: The scope of the expressive and technical repertoire and depth of vocabulary? • To what degree does the clear and precise presentation of compositional elements contribute to the CLARITY OF COMPOSITIONAL INTENT? • To what degree and how does the layering of all demands – musical, physical, and environmental – contribute to SIMULTANEOUS RESPONSIBILITIES? 	<ul style="list-style-type: none"> • Considering all challenges, to what degree and how do the students demonstrate EXCELLENCE AS IT RELATES TO SOUND PRODUCTION, MUSICIANSHIP, CLARITY, and PRECISION? <ul style="list-style-type: none"> ○ SOUND PRODUCTION: The originality, uniqueness, and imagination that are infused into the percussion composition. ○ MUSICIANSHIP: The ability of the students to convey compositional intent and expressive qualities. ○ CLARITY AND PRECISION: The ability of the students to present rhythmic content accurately. • To what degree and how do students demonstrate ENSEMBLE COHESIVENESS through their ability to establish and maintain pulse control and rhythmic stability, vertically and horizontally? • To what degree and how are UNIFORMITY OF EXPRESSION, BLEND AND BALANCE, and INTERPRETATION demonstrated from player to player? <ul style="list-style-type: none"> ○ EXPRESSION: The ability of the students to bring the composition to life through their musicality and expressive efforts. ○ BLEND AND BALANCE: The quality production of sound between individuals and sections to present a successful ensemble or segmental presentation. ○ INTERPRETATION: The thoughtful and musically appropriate use of style, phrasing, and technique to elevate the musical texture.

How do **each of these factors**, collectively and individually, **compare** to each and all the other units in competition?