



# PERFORMANCE

## Individual Winds



### CONTENT

- **Depth of Music Vocabulary**
- **Depth and Range of Technical and Musical Skills**
- **Simultaneous Responsibilities**
- **Depth and range of Musical, Physical, and Environmental Challenges**

SCORE MAX 100

**0-49**

**FAIR**

**50-59**

**GOOD**

**60-79**

**EXCELLENT**

**80-89**

**SUPERIOR**

**90-100**

**EXEMPLARY**

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)

All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.

What is Being Performed and How It is Being Performed = ACHIEVEMENT.

### ACHIEVEMENT

- **Tone Quality**
- **Accuracy of Pitch and Intonation**
- **Precision and Uniformity of Style, Interpretation, and Articulation**
- **Balance and Blend**
- **Expressiveness and Musicianship**
- **Precision of Content with Respect to Challenge**

SCORE MAX 100



## CONTENT

- What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary?
- What is the depth and range of technical and musical skills?
- What are the simultaneous or layered responsibilities (including visual) of the musical performance?
- What is the range of musical, physical, and environmental challenge?
- How do each of these factors, collectively and individually, compare to each and all other units in the competition?



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**HIGH GOLD**  
92.00-100

## ACHIEVEMENT

- To what degree do performers demonstrate training and achievement in tone quality?
- To what degree do the performers consistently demonstrate training in accuracy of pitch and intonation?
- Is there consistent precision of rhythmic accuracy and timing?
- Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated?
- Is appropriate balance and blend demonstrated?
- Do the performers consistently demonstrate expressive qualities and musicianship?
- Considering all challenges, do the performers demonstrate musicality, precision, and accuracy?
- In all these regards, how do these performers compare to other performers in the competition?



# PERFORMANCE

## Individual Percussion



### CONTENT

- **Depth of Music Vocabulary**
- **Depth and Range of Technical and Musical Skills**
- **Simultaneous Responsibilities**
- **Depth and Range of Musical, Physical, and Environmental Challenges**

SCORE MAX 100

**0-49**  
**FAIR**

**50-59**  
**GOOD**

**60-79**  
**EXCELLENT**

**80-89**  
**SUPERIOR**

**90-100**  
**EXEMPLARY**

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)  
All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.  
What is Being Performed and How It is Being Performed = ACHIEVEMENT.

### ACHIEVEMENT

- **Clarity of Rhythmic Articulation**
- **Balance and Blend**
- **Expressiveness and Musicianship**
- **Uniformity of Chosen Style and Interpretation**
- **Precision of Content with Respect to Challenge**

SCORE MAX 100



## CONTENT

- What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary?
- What is the depth and range of technical and musical skills?
- To what degree do the performers demonstrate simultaneous or layered responsibilities of playing an instrument, moving in and through forms, listening and responding to others, and manipulating body position?
- What is the depth and range of musical, physical, and environmental challenges?
- In what way do each of these factors, collectively and individually, compare to each and all other units in the competition?



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## ACHIEVEMENT

- Do the performers consistently demonstrate clarity of rhythmic articulations?
- Is appropriate balance and blend demonstrated?
- Do the performers consistently demonstrate expressive qualities and musicianship?
- Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated?
- Considering all challenges, do the performers demonstrate musicality, precision, and accuracy?
- In all these regards, how do these performers compare to other performers in the competition?



# PERFORMANCE

## Ensemble Winds



# COMPOSITION

- Range of Design Vocabulary
- Quality of Orchestration
- Range of Expressive Components
- Range and Appropriateness of Musical Devices
- Range of Music Challenges

SCORE MAX 100

**0-49**  
FAIR

**50-59**  
GOOD

**60-79**  
EXCELLENT

**80-89**  
SUPERIOR

**90-100**  
EXEMPLARY

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)  
All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.  
What is Being Performed and How It is Being Performed = ACHIEVEMENT.

# PERFORMANCE QUALITY

- Clarity of Design Vocabulary
- Consistency of Ensemble Sonority and Intonation
- Clarity and Uniformity of Style and Interpretation
- Appropriateness of Balance and Blend
- Precision of Vertical Alignment
- Range of Musical, Physical, and Environmental Challenges

SCORE MAX 100



## COMPOSITION

- Are the elements inherent in the musical composition/arrangement at the highest levels of design?
- To what extent does the orchestration/musical structure lend itself to expressive motivation?
- What expressive components create depth and breadth of design.
- What authentic, innovative and appropriate devices and structures are used in the musical design?
- What is the range of musical challenges?
- How do each of these factors, collectively and individually, compare to each and all the other units in the competition?



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## PERFORMANCE QUALITY

- How consistently does the music ensemble present the design elements throughout the performance?
- How consistently does the unit exhibit successful ensemble sonority and intonation?
- How consistently does the ensemble demonstrate clarity and uniformity of style and interpretation?
- How consistently does the ensemble demonstrate balance and blend?
- How precise is the ensemble in vertical alignment? How well are challenges achieved with precision? How well do performers demonstrate the ability to recover?
- How successful are the performers in achieving the range of musical, physical, and environmental challenges?
- In all these regards, how do these performers compare to other performers in the competition?



# PERFORMANCE

## Ensemble Percussion



### COMPOSITION

- Musical Content
- Technical Content
- Simultaneous Responsibility
- Clarity of Intent
- Creativity
- Range of Effects

SCORE MAX 100

<b>0-49</b> FAIR	<b>50-59</b> GOOD	<b>60-79</b> EXCELLENT	<b>80-89</b> SUPERIOR	<b>90-100</b> EXEMPLARY
---------------------	----------------------	---------------------------	--------------------------	----------------------------

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)  
 All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.  
 What is Being Performed and How It is Being Performed = ACHIEVEMENT.

### PERFORMANCE QUALITY

- Musicianship
- Segmental Clarity
- Uniformity of Techniques
- Ensemble Cohesiveness
- Communication
- Excellence as it Relates to Effect

SCORE MAX 100



## COMPOSITION

- Ability to demonstrate a wide variety of musical styles and nuances.
- Degree of skill and stamina required to play the written book.
- Combination of musical and visual responsibilities.
- Ability to deliver the clear and balanced intent of the written score.
- Uniqueness and freshness of the musical program.
- Variety and depth of development within each planned effect.



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## PERFORMANCE QUALITY

- The art of making music.
- Ability of each segment to demonstrate rhythmic accuracy.
- Consistency of implement control in the chosen technical style.
- Ability of the ensemble to maintain rhythmic stability.
- Performance techniques that connect with the audience.
- Proficiency of technical skills or virtuosity that elicits a response from the listener.



# VISUAL Individual Proficiency



## CONTENT

- **Depth of Form, Body & Equipment Responsibilities**
- **Simultaneous Responsibilities**
- **Use of Expressive Components**
- **Changes in Meter, Pulse, Tempo**

SCORE MAX 100

**0-49**

**FAIR**

**50-59**

**GOOD**

**60-79**

**EXCELLENT**

**80-89**

**SUPERIOR**

**90-100**

**EXEMPLARY**

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)

All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.

What is Being Performed and How It is Being Performed = ACHIEVEMENT.

## ACHIEVEMENT

- **Demonstration of Training**
- **Demonstration of Expressive Qualities**
- **Clarity, Timing, Articulation of Form, Body & Equipment**
- **Precision with Respect to Challenge**
- **Overall Environmental Challenges**
- **Concentration, Stamina, and Recovery**

SCORE MAX 100



## CONTENT

- What is the depth and range of individual responsibilities of form, body and equipment, including those related to the other members of the unit?
- What is the depth and breadth of the layered responsibilities of playing an instrument, moving through forms and moving around the field manipulating the body position and handling equipment? (This requires a significant approach to sampling by the judge to understand layering among instrumentalists and color guard members.)
- What is the range and quality of expression through body, equipment, and form, given to the members of the percussion, brass, and color guard?
- Are there musical challenges such as meter, pulse, tempo, and any of the wide variety of possibilities within pulse, tempo, and meter?
- How do each of these factors, collectively and individually, compare to each and all the other units in the competition?

DESCRIPTORS <b>NEVER</b>	DESCRIPTORS <b>RARELY</b>	DESCRIPTORS <b>SOMETIMES</b>	DESCRIPTORS <b>FREQUENTLY</b>	DESCRIPTORS <b>CONSISTENTLY</b>
<b>0-49</b> BOX 1	<b>50-59</b> BOX 2	<b>60-79</b> BOX 3	<b>80-89</b> BOX 4	<b>90-100</b> BOX 5
LEARNING STEPS <b>EXPERIENCE</b>	LEARNING STEPS <b>DISCOVER</b>	LEARNING STEPS <b>KNOW</b>	LEARNING STEPS <b>UNDERSTAND</b>	LEARNING STEPS <b>APPLY</b>

**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## ACHIEVEMENT

- Do members consistently demonstrate training and strong technique, whether as an individual demonstration or as part of collective demonstration in a small group?
- Do the students realize expression? Are the arms, torso, and muscles flexible when necessary, strong when necessary? Do the possible changes in speed and space occur with clarity and ease from one phrase to the next or one moment to the next?
- Is there strong clarity of timing and articulation of body, form and equipment? Articulation requires timing and it also requires an understanding of position of body and equipment.
- Is there precision as part of achievement?
- Do the performers handle the challenges of the environment — distance, proximity, field condition for example?
- Is there consistent concentration, understanding of recovery and sustained stamina?
- In all these regards, how do these performers compare to other performers in the competition?



# VISUAL Ensemble Analysis



## COMPOSITION

- **Quality of Orchestration**
- **Visual Musicality**
- **Unity of Elements**
- **Simultaneous Responsibilities**

SCORE MAX 100

**0-49**

**FAIR**

**50-59**

**GOOD**

**60-79**

**EXCELLENT**

**80-89**

**SUPERIOR**

**90-100**

**EXEMPLARY**

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)

All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.

What is Being Performed and How It is Being Performed = ACHIEVEMENT.

## ACHIEVEMENT

- **Ensemble Control**
- **Articulation of Body/Equipment**
- **Uniformity**
- **Recovery**

SCORE MAX 100



## COMPOSITION

- **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 representation and enhancement of all aspects of the musical program.**
- **Purposeful agreement among the elements of design.**
- **Combination of visual responsibilities layered upon the musical responsibilities required of the performers.**



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## ACHIEVEMENT

- **Ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.**
- **Clear, distinct, and uniform approach to the use of body and equipment by the individuals.**
- **Consistent manner of approach by the ensemble.**
- **Timely and appropriate adjustment to inconsistencies in the presentation.**



# VISUAL Color Guard



## COMPOSITION

- Depth and Quality of the Written Work
- Originality and Creativity
- Horizontal and Vertical Orchestration
- Range and Variety of Skills

SCORE MAX 100

0-49

FAIR

50-59

GOOD

60-79

EXCELLENT

80-89

SUPERIOR

90-100

EXEMPLARY

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)

All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.

What is Being Performed and How It is Being Performed = ACHIEVEMENT.

## ACHIEVEMENT

- Technique in form, body, and/or equipment
- Communication of mood, role and/or visual dynamics
- Effort changes of space, time, weight and/or flow

SCORE MAX 100



**COMPOSITION**

Composition combines all aspects of the color guard’s contribution. Consider effect through composing the written work and the choreography through equipment, body, drill or staging.

- Form, body and equipment to appropriately augment and support the design of the overall program.
- Ability to create visual effect that produces WOW moments in the program.
- Ability to visually enhance the music both in isolation and over time.
- Use of choreography in ways that visually displays what is being heard aurally.

<p>DESCRIPTORS <b>NEVER</b></p> <p><b>0-49</b> BOX 1</p> <p>LEARNING STEPS <b>EXPERIENCE</b></p>	<p>DESCRIPTORS <b>RARELY</b></p> <p><b>50-59</b> BOX 2</p> <p>LEARNING STEPS <b>DISCOVER</b></p>	<p>DESCRIPTORS <b>SOMETIMES</b></p> <p><b>60-79</b> BOX 3</p> <p>LEARNING STEPS <b>KNOW</b></p>	<p>DESCRIPTORS <b>FREQUENTLY</b></p> <p><b>80-89</b> BOX 4</p> <p>LEARNING STEPS <b>UNDERSTAND</b></p>	<p>DESCRIPTORS <b>CONSISTENTLY</b></p> <p><b>90-100</b> BOX 5</p> <p>LEARNING STEPS <b>APPLY</b></p>
--	--	---	--	--

<b>PROFICIENCY LEVEL</b>	<b>BRONZE</b> 60.00-71.99	<b>SILVER</b> 72.00-81.99	<b>GOLD</b> 82.00-91.99	<b>PLATINUM</b> 92.00-100
--------------------------	------------------------------	------------------------------	----------------------------	------------------------------

**ACHIEVEMENT**

Reward the performers for their technical, expressive and effective achievement. Credit the performers’ communication skills and the overall look of the unit, with regard to style & clarity.

- Display of drill, dance and flag/weapon/prop skills over time.
- Ability to communicate as it relates to the full range of performance skills.
- Degree to which individuals adhere to style given the programs requirements of space, time, weight and flow.





# GENERAL EFFECT Music



## REPERTOIRE

- Creativity
- Pacing/Continuity
- Audio and Visual Coordination
- Range
- Interpretation
- Variety of Effect

SCORE MAX 100

0-49

FAIR

50-59

GOOD

60-79

EXCELLENT

80-89

SUPERIOR

90-100

EXEMPLARY

Credit the effectiveness of the visual program, the creativity of the program concept. Consider musical appeal, pacing and development of musical ideas and the use of time. Reward the effectiveness of the program through the aesthetic, intellectual, and emotional components as realized. **The performers are an essential part of the evaluation through communication.**

## FULFILLMENT

- Communication
- Excellence as it Relates to Effect
- Expression
- Artistry
- Delivered/Sustained the Effect

SCORE MAX 100



**REPERTOIRE**

- Successful and effective utilization of an original and/or varied musical concept or approach.
- Planning of effects through time which contribute to and result in the logical development of one idea to another.
- How effective is the audio and visual coordination? Does it speak with a unified voice?
- Variety and depth of opportunities utilized to display the interpretive art of music.
- How effective is the interpretation of the music?
- How prevalent is creativity and/or originality and/or artistry?

<p>DESCRIPTORS <b>NEVER</b></p> <p><b>0-49</b> BOX 1</p> <p>LEARNING STEPS <b>EXPERIENCE</b></p>	<p>DESCRIPTORS <b>RARELY</b></p> <p><b>50-59</b> BOX 2</p> <p>LEARNING STEPS <b>DISCOVER</b></p>	<p>DESCRIPTORS <b>SOMETIMES</b></p> <p><b>60-79</b> BOX 3</p> <p>LEARNING STEPS <b>KNOW</b></p>	<p>DESCRIPTORS <b>FREQUENTLY</b></p> <p><b>80-89</b> BOX 4</p> <p>LEARNING STEPS <b>UNDERSTAND</b></p>	<p>DESCRIPTORS <b>CONSISTENTLY</b></p> <p><b>90-100</b> BOX 5</p> <p>LEARNING STEPS <b>APPLY</b></p>
--	--	---	--	--

<b>PROFICIENCY LEVEL</b>	<b>BRONZE</b> 60.00-71.99	<b>SILVER</b> 72.00-81.99	<b>GOLD</b> 82.00-91.99	<b>PLATINUM</b> 92.00-100
--------------------------	------------------------------	------------------------------	----------------------------	------------------------------

**FULFILLMENT**

- Commitment of the performer to convey the musical intent to the audience.
- Proficiency of technical skills or virtuosity as it relates to audience response.
- Ability of the performers to convey and elevate the nuances of the program through dynamics, phrasing, style, and mood.
- Ability of the performers to elevate the performance above the written requirements.
- How effectively do the performers deliver and sustain the aural effects and effectiveness of the total program?





# GENERAL EFFECT VISUAL



## REPERTOIRE

- **Audio/Visual Blend**
- **Entertainment Value**
- **Range**
- **Coordination**
- **Interpretation of the Music**
- **Variety of Effect**

SCORE MAX 100

**0-49**

**FAIR**

**50-59**

**GOOD**

**60-79**

**EXCELLENT**

**80-89**

**SUPERIOR**

**90-100**

**EXEMPLARY**

Credit the effectiveness of the visual program, the creativity of the program concept. Consider musical appeal, pacing and development of musical ideas and the use of time. Reward the effectiveness of the program through the aesthetic, intellectual, and emotional components as realized. **The performers are an essential part of the evaluation through communication.**

## FULFILLMENT

- **Communication**
- **Quality of Efforts**
- **Role/ Identity**
- **Artistry**
- **Delivered/Sustained the effect**

SCORE MAX 100



**REPERTOIRE**

- **Successful visual illustration or representation of the music. The coordination of the music and visual contributing equally to the overall effect.**
- **Degree to which the program engages and captivates the audience through intellectual intrigue, emotional response and aesthetic appeal.**
- **Variety and depth of development within each successfully planned effect.**
- **Logical use of all visual elements to enhance the overall effect.**
- **How effective is the interpretation of the music through the use of form, body, and equipment? Does it speak to the scale and scope of full field presentation?**
- **Is there an extensive and dramatic variety of effect over time?**



**FULFILLMENT**

- **Performance techniques that connect with the audience.**
- **Degree to which performer excellence and proficiency of technical skills contribute to the success of effects.**
- **Consistent investment of the performers in the programmatic or thematic content of the show designed to create effect.**
- **Ability of the performers to elevate the performance above the written requirements.**
- **How effectively do the performers deliver and sustain the effects and effectiveness of the program?**





# GENERAL EFFECT OVERALL



## REPERTOIRE

- Audio and Visual Coordination
- Audio/Visual Blend
- Entertainment Value
- Range
- Coordination
- Interpretation
- Variety of Effect

SCORE MAX 100

0-49

FAIR

50-59

GOOD

60-79

EXCELLENT

80-89

SUPERIOR

90-100

EXEMPLARY

Credit the effectiveness of the visual program, the creativity of the program concept. Consider musical appeal, pacing and development of musical ideas and the use of time. Reward the effectiveness of the program through the aesthetic, intellectual, and emotional components as realized. **The performers are an essential part of the evaluation through communication.**

## FULFILLMENT

- Communication
- Excellence as it Relates to Effect
- Expression
- Quality of Efforts
- Role/ Identity
- Artistry
- Delivered/Sustained the Effect

SCORE MAX 100



**REPERTOIRE**

- How effective is the audio and visual coordination? Does it speak with a unified voice?
- Successful visual illustration or representation of the music. The coordination of the music and visual contributing equally to the overall effect.
- Degree to which the program engages and captivates the audience through intellectual intrigue, emotional response and aesthetic appeal.
- Variety and depth of development within each successfully planned effect.
- Logical use of all visual elements to enhance the overall effect.
- How effective is the interpretation of the music, through the use of form, body, and equipment? Does it speak to the scale and scope of full field presentation?
- Is there an extensive and dramatic variety of effect over time?



**FULFILLMENT**

- Performance techniques that connect with the audience.
- Proficiency of technical skills or virtuosity as it relates to audience response.
- Ability of the performers to convey and elevate the nuances of the program through dynamics, phrasing, style, and mood.
- Degree to which performer excellence and proficiency of technical skills contribute to the success of effects.
- Consistent investment of the performers in the programmatic or thematic content
- of the show designed to create effect.
- Ability of the performers to elevate the performance above the written requirements.
- How effectively do the performers deliver and sustain the effects and effectiveness of the program?



# MUSIC INDIVIDUAL OVERALL



## CONTENT

- **Depth of Musical Vocabulary**
- **Depth and range of Technical and Musical Skills**
- **Simultaneous Responsibilities**
- **Range of Musical Physical, and Environmental Challenges**
- **Display of Wind and Percussion Fundamentals**

SCORE MAX 100

**0-49**  
FAIR

**50-59**  
GOOD

**60-79**  
EXCELLENT

**80-89**  
SUPERIOR

**90-100**  
EXEMPLARY

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)  
All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.  
What is Being Performed and How It is Being Performed = ACHIEVEMENT.

## ACHIEVEMENT

- **Tone Quality**
- **Accuracy of Pitch and Intonation**
- **Precision and Uniformity of Style, Interpretation, and Articulation**
- **Balance and Blend**
- **Expressiveness and Musicianship**
- **Precision of Content with respect to Challenge**
- **Clarity of Rhythmic Articulation**
- **Winds and Percussion Proficiency Performance**

SCORE MAX 100



## CONTENT

- What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary?
- What is the depth and range of technical and musical skills?
- What are the simultaneous or layered responsibilities (including visual) of the musical performance?
- What is the range of musical, physical, and environmental challenge?
- How do each of these factors, collectively and individually, compare to each and all other units in the competition?
- How is the understanding of wind and percussion fundamentals?



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## ACHIEVEMENT

- To what degree do performers demonstrate training and achievement in quality of tone?
- To what degree do the performers consistently demonstrate training in accuracy of pitch and intonation?
- Is there consistent precision of rhythmic accuracy and timing?
- Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated?
- Is appropriate balance and blend demonstrated?
- Do the performers consistently demonstrate expressive qualities and musicianship?
- Considering all challenges, do the performers demonstrate musicality, precision, and accuracy?
- In all these regards, how do these performers compare to other performers in the competition?
- Do the performers consistently demonstrate clarity of rhythmic articulations?
- Do the performers is proficiency of winds and percussion?



# MUSIC OVERALL

# MFS 12

MARCHING FIELD SHOW

## CONTENT

- **Depth of Musical Vocabulary**
- **Depth and range of Technical and Musical Skills**
- **Simultaneous Responsibilities**
- **Range of Musical Physical, and Environmental Challenges**
- **Display of Wind and Percussion Fundamentals**

SCORE MAX 100

**0-49**

**FAIR**

**50-59**

**GOOD**

**60-79**

**EXCELLENT**

**80-89**

**SUPERIOR**

**90-100**

**EXEMPLARY**

Evaluate all areas of the performance for the sub captions below using the criteria reference. (Back of the sheet)

All elements of the ensemble: wind, percussion, electronic, vocal should be considered. Achievement must be considered in relation to the content of the program.

What is Being Performed and How It is Being Performed = ACHIEVEMENT.

## ACHIEVEMENT

- **Tone Quality**
- **Accuracy of Pitch and Intonation**
- **Precision and Uniformity of Style, Interpretation, and Articulation**
- **Balance and Blend**
- **Expressiveness and Musicianship**
- **Precision of Content with respect to Challenge**
- **Clarity of Rhythmic Articulation**
- **Winds and Percussion Proficiency Performance**

SCORE MAX 100



## CONTENT

- What is the breadth and depth of individual and shared responsibilities related to the musical vocabulary?
- What is the depth and range of technical and musical skills?
- What are the simultaneous or layered responsibilities (including visual) of the musical performance?
- What is the range of musical, physical, and environmental challenge?
- How do each of these factors, collectively and individually, compare to each and all other units in the competition?
- How is the understanding of wind and percussion fundamentals?



**PROFICIENCY  
LEVEL**

**BRONZE**  
60.00-71.99

**SILVER**  
72.00-81.99

**GOLD**  
82.00-91.99

**PLATINUM**  
92.00-100

## ACHIEVEMENT

- To what degree do performers demonstrate training and achievement in quality of tone?
- To what degree do the performers consistently demonstrate training in accuracy of pitch and intonation?
- Is there consistent precision of rhythmic accuracy and timing?
- Is clarity and uniformity of style, interpretation, and articulation consistently demonstrated?
- Is appropriate balance and blend demonstrated?
- Do the performers consistently demonstrate expressive qualities and musicianship?
- Considering all challenges, do the performers demonstrate musicality, precision, and accuracy?
- In all these regards, how do these performers compare to other performers in the competition?
- Do the performers consistently demonstrate clarity of rhythmic articulations?
- Do the performers is proficiency of winds and percussion?