



MUSIC PERFORMANCE ENSEMBLE

Band _____ Class _____ Event _____ Date _____ Prelims/Finals

Evaluate each caption below based on the criteria reference. Performances will be evaluated with the understanding that the vocabulary and content of a program (the “what”), in combination with the performance level (the “how”), will determine the achievement level. It is impossible to consider these elements separately.

TONE QUALITY & INTONATION	ACCURACY & DEFINITION
<p style="text-align: center;"><i>How successful was the ensemble (winds & percussion) in:</i></p> <ul style="list-style-type: none"> Centers of Tone & Pitch Breath Support & Control Balance & Blend Consistency of Timbre & Sonority Full Range of Dynamics 	<p style="text-align: center;"><i>How successful was the ensemble (musicians) in:</i></p> <ul style="list-style-type: none"> Ensemble Cohesiveness Tempo Pulse Control Phrasing Rhythmic Interpretation Style/Idiomatic Interpretation
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <u>SCORE</u> 100 Points </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <u>SCORE</u> 100 Points </div>

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5
Never Discovers	Seldom Experiences			Sometimes Knows			Frequently Understands			Consistently Applies
10-15	16	26	36	46	56	66	76	83	90	96 - 100

Sub Caption Spreads			
Very Comparable	Minor Differences	Definite Differences	Significant Differences
1 to 3 points	4 to 6 points	7 to 9 points	10 and higher

Judge's Signature _____

Total Score (200)

MUSIC PERFORMANCE ENSEMBLE

TONE QUALITY & INTONATION	ACCURACY & DEFINITION
<p>10-15 The ensemble is untrained. Excellence is not achieved</p> <p>16-45 The ensemble is still discovering the tenants of sound production. There is minimal development within the physical processes of air support, embouchure control, and percussive motor skills. Characteristic sound qualities are a struggle to achieve. The ensemble lacks a clear pitch center. Members perform with individual qualities, distorting the balance and blend of the ensemble. Details of dynamics are not present. The chosen repertoire may be incompatible with the performers' abilities. Incompletion or singularly presented skills may limit the performers' opportunity to demonstrate musical achievement.</p> <p>46-75 The ensemble demonstrates sound fundamentals of basic tone production. There is a growing knowledge of uniform method, style, and sound production. Winds show physical development through air support and embouchure control allowing the production of characteristic sounds at most times. Percussion show physical development through micro and macro movement qualities as well as implement manipulation. Performers are aware of ensemble context and control performance qualities to achieve appropriate intonation, balance, and blend within the program. Instrumental timbre and sonority is consistent and appropriate within the ensemble. The ensemble explores a growing dynamic range within the program.</p> <p>76-95 The ensemble produces mature tone qualities and demonstrates technical command within the program. Like instruments speak as one through uniformity and accuracy of method. Musicians demonstrate awareness and manipulation of intonation, balance, and blend within a variety of musical contexts. The ensemble achieves consistently appropriate timbres and sonorities through the varied orchestration within the program. The ensemble successfully integrates a full dynamic range to create interest within the musical production.</p> <p>96-100 The ensemble consistently produces superlative tone qualities and showcases technical virtuosity within the program. Superb physical development shows fluent control of all motor skills in the manipulation of body and instruments/ implements. Musicians demonstrate mastery of balance, and blend within an expanded range and variety of musical contexts. Like instruments speak as one through uniformity and accuracy of method. Mixed choirs of instruments create colorful composite soundscapes through musical interrelationship. The ensemble integrates consistent and varied timbres and sonorities through the diverse orchestration within the program. The ensemble expertly manipulates a full dynamic range to deepen interest throughout the musical production.</p>	<p>10-15 The ensemble is not aware of performance responsibilities. Skill sets are indiscernible within the program.</p> <p>16-45 The ensemble struggles to maintain rhythmic accuracy and steady pulse. Musical direction and discernible phrasing are notably absent from the performance. Stylistic and idiomatic interpretation is not a consideration within the ensemble. Dynamic gradations are coincidental in the performance. The chosen repertoire may be incompatible with the performers' abilities. Incompletion or singularly presented skills may limit the performers' opportunity to demonstrate musical achievement.</p> <p>46-75 Rhythmic accuracy and tempo are controlled through an expanding range of musical and physical challenges. The ensemble manages layered responsibilities (including visual) with moderate success. Accuracy and uniformity of phrasing and articulation demonstrate growing maturity within the ensemble. The program incorporates characteristics and details of style and idiom to demonstrate appropriate musical interpretation.</p> <p>76-95 Rhythmic accuracy and tempo are managed comfortably through an expanded range of musical, physical, and environmental challenges. Musicianship and phrasing within the ensemble demonstrate maturity of musical training. The ensemble understands and utilizes a wide variety of articulations with clarity and uniformity. Musicians perform fluently through layered responsibilities (including visual) throughout the program. The program integrates a variety of characteristics and details of style and idiom to demonstrate mature musical interpretation.</p> <p>96-100 Rhythmic accuracy and tempo are managed professionally through a diverse range of musical, physical, and environmental challenges. Musicianship and phrasing within the ensemble demonstrate the highest levels of musical training. The ensemble applies detail and nuance within the program through use of a wide variety of articulations. Musicians perform effortlessly through consistent layered responsibilities (including visual) throughout the program. The program integrates a wide variety of characteristics and details of style and idiom to showcase mature musical interpretation throughout the musical production.</p>



MUSIC EFFECT 1

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REPERTOIRE EFFECTIVENESS	SHOWMANSHIP EFFECTIVENESS
<p style="text-align: center; color: gray;"><i>Consider the quality of:</i></p> <p>Contribution for Enrichment/Enhancement of all elements</p> <p>Range of Variety of Effects</p> <p>Creativity /Imagination</p> <p>Pacing/Continuity/Unity</p> <p>Coordination/Staging</p>	<p style="text-align: center; color: gray;"><i>How successful were the performers in:</i></p> <p>Musicality/ Artistry</p> <p>Emotion</p> <p>Achieved Effects</p> <p>Communication of Roles</p> <p>Entertainment</p> <p>Professionalism</p> <p>Engagement</p>
<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p><u>SCORE</u> 100 Points</p> </div>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p><u>SCORE</u> 100 Points</p> </div>

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5
Never Discovers	Seldom Experiences			Sometimes Knows			Frequently Understands			Consistently Applies
10-15	16	26	36	46	56	66	76	83	90	96 - 100

Sub Caption Spreads			
Very Comparable	Minor Differences	Definite Differences	Significant Differences
1 to 3 points	4 to 6 points	7 to 9 points	10 and higher

Judge's Signature _____

Total Score (200)	
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MUSIC EFFECT 1

REPERTOIRE EFFECTIVENESS		SHOWMANSHIP EFFECTIVENESS	
10-15	The repertoire lacks evidence of design choices. Planned events are not achieved.	10-15	Performers are not aware of the program, and there is no evidence of training.
16-45	The musical program is unclear and underdeveloped. The program utilizes a limited range of emotional, aesthetic, or intellectual effects. There is a limited variety of compositional choices including textures, orchestration and opportunities for contribution from performers. Musical pacing and continuity are broken throughout and does not lead the audience through the intended emotional response. The program lacks unity. Musicians have limited opportunities to demonstrate musicality, phrasing and style throughout the performance. Staging attempts are only occasionally coordinated with the musical repertoire. Incompletion may limit scoring potential.	16-45	The performers lack the skills of phrasing, musicality, and artistry. Effects are only achieved coincidentally. The performers rarely demonstrate understanding of role through engagement of the audience in intended effect. A lack of professionalism restricts performers' ability to engage, entertain, and communicate to their audience. The chosen repertoire is consistently incompatible with the ensemble's maturity. Incompletion may limit the performers' opportunity to demonstrate showmanship.
46-75	The musical program is generally clear and moderately developed. The program utilizes effects that include emotional, aesthetic, and intellectual. Compositional choices including texture, orchestration and contribution from most performers are present within the composition. Unity of design elements exists sometimes. Use of pacing and continuity highlights individual moments for audience response. Opportunities to demonstrate musicality, phrasing, and style exists through portions of the performance. Visual staging supports the basic elements of the musical repertoire. The program may still be a work in progress.	46-75	The ensemble demonstrates a more consistent use of phrasing, musicality, and artistry to achieve planned effects. The performers demonstrate their knowledge of role throughout the program. Audience engagement and emotion are communicated with professionalism as performers demonstrate their knowledge of showmanship. The program may still be a work in progress, but performers have ample opportunities to demonstrate showmanship through their efforts.
76-95	The musical program is clear and well developed. The program utilizes a range and variety of effects that include emotional, aesthetic, and intellectual. A variety of compositional choices including textures, orchestration, and contribution from all performers enhance the value of the program. Musical pacing is achieved and leads the audience through the intended responses. The repertoire offers an expanded range of musicality, phrasing, and style throughout the performance. Performers are staged well to enhance the musical repertoire and achieve intended effects.	76-95	The ensemble demonstrates excellent use of phrasing, musicality, and style. Musicians express a range and variety of emotions to engage the audience. The performers display a confident understanding of role. Communication is consistent throughout the show as a whole. Performers demonstrate professionalism as they entertain through a variety of effects.
96-100	The musical program is consistently clear and fully developed. The program integrates a complete range of intellectual, aesthetic, and emotional effects. The wide variety of compositional choices including textures, orchestration, and contribution from all performers offer a superlative range of musicality, phrasing, and style throughout the performance. Musical pacing is seamless throughout the program. The music and staging are fully integrated and consistently complementary.	96-100	Performers apply exceptional achievement in phrasing, musicality, and style. Musicians express a full range of effects including intellectual, emotional, and aesthetic. Performers' mastery of communication and professionalism allow the ensemble to engage and entertain the audience through the entire show. The ensemble displays consistently high achievement with ease at all times. This demonstration of exceptionally mature technique allows performers to manipulate audience responses at will.



MUSIC EFFECT 2

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REPERTOIRE EFFECTIVENESS	SHOWMANSHIP EFFECTIVENESS
<p style="text-align: center; color: #666;"><i>Consider the quality of:</i></p> <p>Contribution for Enrichment/Enhancement of all elements</p> <p>Range of Variety of Effects</p> <p>Creativity /Imagination</p> <p>Pacing/Continuity/Unity</p> <p>Coordination/Staging</p>	<p style="text-align: center; color: #666;"><i>How successful were the performers in:</i></p> <p>Musicality/ Artistry</p> <p>Emotion</p> <p>Achieved Effects</p> <p>Communication of Roles</p> <p>Entertainment</p> <p>Professionalism</p> <p>Engagement</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5
Never Discovers	Seldom Experiences			Sometimes Knows			Frequently Understands			Consistently Applies
10-15	16	26	36	46	56	66	76	83	90	96 - 100

Sub Caption Spreads			
Very Comparable	Minor Differences	Definite Differences	Significant Differences
1 to 3 points	4 to 6 points	7 to 9 points	10 and higher

Judge's Signature _____

Total Score (200)	
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MUSIC EFFECT 2

REPERTOIRE EFFECTIVENESS		SHOWMANSHIP EFFECTIVENESS	
10-15	The repertoire lacks evidence of design choices. Planned events are not achieved.	10-15	Performers are not aware of the program, and there is no evidence of training.
16-45	The musical program is unclear and underdeveloped. The program utilizes a limited range of emotional, aesthetic, or intellectual effects. There is a limited variety of compositional choices including textures, orchestration and opportunities for contribution from performers. Musical pacing and continuity are broken throughout and does not lead the audience through the intended emotional response. The program lacks unity. Musicians have limited opportunities to demonstrate musicality, phrasing and style throughout the performance. Staging attempts are only occasionally coordinated with the musical repertoire. Incompletion may limit scoring potential.	16-45	The performers lack the skills of phrasing, musicality, and artistry. Effects are only achieved coincidentally. The performers rarely demonstrate understanding of role through engagement of the audience in intended effect. A lack of professionalism restricts performers' ability to engage, entertain, and communicate to their audience. The chosen repertoire is consistently incompatible with the ensemble's maturity. Incompletion may limit the performers' opportunity to demonstrate showmanship.
46-75	The musical program is generally clear and moderately developed. The program utilizes effects that include emotional, aesthetic, and intellectual. Compositional choices including texture, orchestration and contribution from most performers are present within the composition. Unity of design elements exists sometimes. Use of pacing and continuity highlights individual moments for audience response. Opportunities to demonstrate musicality, phrasing, and style exists through portions of the performance. Visual staging supports the basic elements of the musical repertoire. The program may still be a work in progress.	46-75	The ensemble demonstrates a more consistent use of phrasing, musicality, and artistry to achieve planned effects. The performers demonstrate their knowledge of role throughout the program. Audience engagement and emotion are communicated with professionalism as performers demonstrate their knowledge of showmanship. The program may still be a work in progress, but performers have ample opportunities to demonstrate showmanship through their efforts.
76-95	The musical program is clear and well developed. The program utilizes a range and variety of effects that include emotional, aesthetic, and intellectual. A variety of compositional choices including textures, orchestration, and contribution from all performers enhance the value of the program. Musical pacing is achieved and leads the audience through the intended responses. The repertoire offers an expanded range of musicality, phrasing, and style throughout the performance. Performers are staged well to enhance the musical repertoire and achieve intended effects.	76-95	The ensemble demonstrates excellent use of phrasing, musicality, and style. Musicians express a range and variety of emotions to engage the audience. The performers display a confident understanding of role. Communication is consistent throughout the show as a whole. Performers demonstrate professionalism as they entertain through a variety of effects.
96-100	The musical program is consistently clear and fully developed. The program integrates a complete range of intellectual, aesthetic, and emotional effects. The wide variety of compositional choices including textures, orchestration, and contribution from all performers offer a superlative range of musicality, phrasing, and style throughout the performance. Musical pacing is seamless throughout the program. The music and staging are fully integrated and consistently complementary.	96-100	Performers apply exceptional achievement in phrasing, musicality, and style. Musicians express a full range of effects including intellectual, emotional, and aesthetic. Performers' mastery of communication and professionalism allow the ensemble to engage and entertain the audience through the entire show. The ensemble displays consistently high achievement with ease at all times. This demonstration of exceptionally mature technique allows performers to manipulate audience responses at will.



MUSIC PERFORMANCE INDIVIDUAL

Band _____ Class _____ Event _____ Date _____ Prelims/Finals

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WOODWINDS	BRASS	PERCUSSION
<i>How successful were individual performers in:</i>	<i>How successful were individual performers in:</i>	<i>How successful were individual performers in:</i>
Phrasing	Phrasing	Phrasing
Articulation	Articulation	Technique
Rhythmic Accuracy	Rhythmic Accuracy	Clarity/Rhythmic Accuracy
Intonation	Intonation	Tuning/Timbre
Tone Quality	Tone Quality	
<u>SCORE</u> 100 Points	<u>SCORE</u> 100 Points	<u>SCORE</u> 100 Points

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Never Discovers	Seldom Experiences			Sometimes Knows			Frequently Understands			Consistently Applies
10-15	16	26	36	46	56	66	76	83	90	96 - 100

Sub Caption Spreads			
Very Comparable	Minor Differences	Definite Differences	Significant Differences
1 to 3 points	4 to 6 points	7 to 9 points	10 and higher

Judge's Signature _____

Total Score (200) _____

MUSIC PERFORMANCE INDIVIDUAL

WOODWINDS & BRASS	PERCUSSION
<p>10-15 Performers are untrained and do not contribute to the performance.</p>	<p>10-15 Performers are untrained and do not contribute to the performance.</p>
<p>16-45 Performers are still discovering the tenants of sound production on their instruments. There is minimal development within the physical processes of air support and embouchure control. Performers find limited success in achieving characteristic sound qualities. Technical challenges overwhelm individual players. Instrument intonation often lacks center. Details and nuances of dynamics, articulations, and style are not present. Performers demonstrate limited control of rhythmic accuracy and steady pulse. The chosen repertoire may be incompatible with the performers' maturity. Incompletion or singularly presented skills may limit the performers' opportunity to demonstrate musical achievement.</p>	<p>16-45 Performers are still discovering the tenants of sound production on their instruments. There is minimal development within the physical processes of articulation and implement control. Musical direction and discernible phrasing are absent from the performance. Performers find limited success in achieving characteristic sound qualities. Uncharacteristic pitch or timbre further detract from the clarity of the performance. Technical challenges overwhelm individual players. Details and nuances of dynamics, articulations, and style are not present. Performers demonstrate limited control rhythmic accuracy and steady pulse. The chosen repertoire may be incompatible with the performers' maturity. Incompletion or singularly presented skills may limit the performers' opportunity to demonstrate musical achievement.</p>
<p>46-75 Performers demonstrate sound fundamentals of basic tone production and technical facility. Individuals demonstrate a growing awareness and control of intonation, balance, and blend. Musicians show physical control through air support and embouchure allowing the production of characteristic sounds sometimes. Gradations of dynamics, articulations, and style are present with growing uniformity. Rhythmic accuracy and tempo are controlled through an expanding range of musical and physical challenges. Performers manage layered responsibilities (including visual) with moderate success.</p>	<p>46-75 Performers demonstrate sound fundamentals of basic tone production and technical facility. Individuals demonstrate a growing knowledge of uniform method, style, and sound production. Musicians show physical control through micro and macro movement qualities as well a implement. Phrasing, dynamic, and articulation skills demonstrate growing maturity within the ensemble. Rhythmic accuracy and tempo are controlled through an expanding range of musical and physical challenges. Performers manage layered responsibilities (including visual) with moderate success.</p>
<p>76-95 Performers produce mature characteristic tones and demonstrate technical command of the instrument. Musicians demonstrate awareness and manipulation of intonation, balance, and blend within a variety of musical contexts. Performers understand and utilize a variety of dynamics, articulations, and styles with clarity and uniformity. Rhythmic accuracy and tempo are managed comfortably through a diverse range and variety of musical, physical, and environmental challenges. Individual musicality and phrasing demonstrate maturity of musical training. Musicians perform fluently through layered responsibilities (including visual) throughout the program.</p>	<p>76-95 Performers produce mature characteristic tones and demonstrate technical command of the instrument. Musicians demonstrate awareness and manipulation of phrasing, balance, and blend within a variety of musical contexts. Performers understand and utilize a variety of dynamics, articulations, and styles with clarity and uniformity. Rhythmic accuracy and tempo are managed comfortably through a diverse range and variety of musical, physical, and environmental challenges. Like instruments speak as one through uniformity and accuracy of method. Performers utilize a variety of implements as well as macro and micro manipulations to produce a wide variety of timbres and controlled sound qualities. Musicians perform fluently through layered responsibilities (including visual) throughout the program.</p>
<p>96-100 Performers produce exceptional tone qualities and demonstrate technical virtuosity on the instrument. Musicians demonstrate mastery of intonation, balance, and blend within an expanded range and variety of musical contexts. Performers apply a wide variety of dynamics, articulations, and styles with clarity and uniformity. Rhythmic accuracy and tempo are managed professionally through a diverse range and variety of musical, physical, and environmental challenges. Individual musicality and phrasing demonstrate the highest levels of musical training. Musicians perform effortlessly through consistent layered responsibilities (including visual).</p>	<p>96-100 Performers produce exceptional tone qualities and demonstrate technical virtuosity on the instrument. Musicians demonstrate mastery of style, balance, and blend within an expanded range and variety of musical contexts. Performers apply a wide variety of dynamics, articulations, and styles with clarity and uniformity. Rhythmic accuracy and tempo are managed professionally through a diverse range and variety of musical, physical, and environmental challenges. Individual musicality and phrasing demonstrate the highest levels of musical training. Musicians perform effortlessly through consistent layered responsibilities (including visual). Superb physical development shows fluent control of all motor skills in the manipulation of body and implements.</p>



VISUAL PERFORMANCE

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VOCABULARY	EXCELLENCE & TECHNIQUE
<p style="text-align: center;"><i>Consider the Quality of:</i></p> <p>Depth & Layering of Visual Responsibilities</p> <p>Range & Variety of Equipment and Movement Skills</p> <p>Visual Structure, Phrasing, & Cohesion</p> <p>Utilization of Form, Body & Equipment</p> <p>Unity</p>	<p style="text-align: center;"><i>How successful were the performers in:</i></p> <p>Timing Control</p> <p>Ensemble Control</p> <p>Interval/Spacing</p> <p>Recovery</p> <p>Adherence to Role and Style</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>

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1 to 3 points	4 to 6 points	7 to 9 points	10 and higher

Judge's Signature _____

Total Score (200)	
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VISUAL PERFORMANCE

VOCABULARY		EXCELLENCE & TECHNIQUE	
10-15	Vocabulary is indiscernible within the composition. Performers skill sets are coincidental with in the design.	10-15	Performers are not trained. Excellence is not achieved.
16-45	The visual vocabulary is unclear and underdeveloped. Visual structure is minimally orchestrated (through time and in individual moments) and lacks cohesion. Skills are presented singularly with a sameness to repetitive design choices. An incomplete product may limit scoring potential.	16-45	Performers are still developing the basic skills of steady pulse, basic movement, and motion through space. There is no clear style of movement, and accuracy and uniformity are not a concern of the performers. Gradations of visual dynamics have not been introduced to the performers. Recovery is not developed in the ensemble. The chosen vocabulary may be incompatible with the ensemble's skill set. Incompletion may further limit the performers' opportunity to demonstrate training.
46-75	The visual vocabulary is clear and well developed. The visual program utilizes a range and variety of the design elements of form, body, and equipment. The visual product displays knowledge of fundamentals of design in movement, equipment, and staging. Ideas connect logically from one phrase to the next. A growing range and variety of skills demonstrate basic dynamic range within the visual vocabulary. Orchestration of events (through time and in individual moments) creates a unified and cohesive visual structure.	46-75	The performers show moderate achievement in their control of space, time, and line. Control of pulse is generally sound, but not fully developed. Accuracy of technique is varied throughout the ensemble. Knowledge of uniformity is still developing among the performers. Performers discover basic dynamic gradations of space, time, weight, and flow. The skill of recovery is still developing within the performers and the ensemble. Details and nuances of performance are not included in the vocabulary. The program may still be a work in progress, but performers often have opportunities to demonstrate training through their efforts.
76-95	The visual structure is well orchestrated (both through time and in individual moments) and well developed. Motion connects events through time. The composer challenges performers and viewers alike with a variety of layered movement and equipment vocabulary presented in unison as well as displaced through time. The vocabulary enhances the musical structure through its inclusion of dynamic ranges of space, time, weight, and flow. The composition is strong and shows depth and maturity	76-95	Performers frequently achieve accuracy and uniformity of technique. Control of space, time, line, and orientation is frequently excellent. Breaks and flaws, while present, are recovered in a timely fashion through use of the technique program. A clear style is present and performers often adhere to the prescribed style or role. Performers utilize a dynamic range of efforts including space time, weight, and flow. Detail and nuance of performance are developing in the ensemble. Performers display developing mental and physical stamina within the program.
96-100	The visual vocabulary is diverse and rich. Range, depth, and variety of orchestration (both through time and individual moments) demonstrate excellence in composition. Consistent layering of movement, motion, and equipment vocabulary in unison and displaced through time create a deep and varied tapestry of visual elements. A full dynamic range of artistic efforts enhances the musical structure, consistently integrating appropriate gradations of space, time, weight, and flow. The design is exceptional and utilizes the full scope and scale of the outdoor stage.	96-100	Accuracy and uniformity of space, time, line, and orientation is consistently exceptional. Awareness of ensemble responsibilities allows performers to manipulate form and interval effortlessly. Breaks and flaws are rare, and recovery is performed quickly and instinctively. The full ensemble adheres eagerly to style and role throughout the entire program. There is consistent understanding of details and nuance demonstrated within the program. The ensemble consistently displays exceptional development of mental and physical stamina.



VISUAL EFFECT

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REPERTOIRE EFFECTIVENESS	SHOWMANSHIP EFFECTIVENESS
<p style="text-align: center;"><i>Consider the quality of:</i></p> <ul style="list-style-type: none"> Contribution for Enrichment/Enhancement of all elements Utilization of Form, Body & Equipment Focus & Staging Visual Musicality Creativity/Imagination Phrasing & Expression Pacing & Continuity Use of Elements and Principles of Design 	<p style="text-align: center;"><i>How successful were the performers in:</i></p> <ul style="list-style-type: none"> Artistry/ Musicality Communication of Roles Achieved Effects Emotion Entertainment Professionalism Engagement
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>

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Total Score (200)	
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VISUAL EFFECT

REPERTOIRE EFFECTIVENESS		SHOWMANSHIP EFFECTIVENESS	
10-15	The repertoire lacks evidence of design choices. Planned events are not achieved.	10-15	Performers are not aware of the program, and there is no evidence of training.
16-45	The visual program is somewhat clear and developed. Designers utilize a basic range of effects including intellectual, emotional, and aesthetic. Basic design choices of form, body, and equipment exist singularly within the visual design. The overall design is functional in nature. Events are disconnected with limited evidence of pacing and continuity within performance segments. There is little evidence of layered orchestration of form, body, and equipment. Staging attempts are only occasionally coordinated with the musical repertoire. Incompletion may limit scoring potential.	16-45	The performers demonstrate singular use of artistic efforts through individual effects including intellectual, emotional, and aesthetic. The performers occasionally communicate discovery roles through engagement of the audience in intended effects. Professionalism and entertainment are still developing within the ensemble. The chosen repertoire may be incompatible with the ensemble's maturity. Incompletion may limit the performers' opportunity to demonstrate showmanship.
46-75	The visual program is clear and moderately developed. Designers incorporate a growing variety of effects that includes intellectual, emotional, and aesthetic. Basic design choices of form, body, and equipment exist, singularly or orchestrated, within the visual design. Events are connected with motion through the use of pacing within performance segments. Unity leads the audience through the intended emotional response. There is occasional layering of form, body and equipment. Visual staging presents the basic elements of the musical repertoire. The program may still be a work in progress.	46-75	The performers demonstrate moderate achievement of artistic efforts through a growing range of expressive opportunities. The performers demonstrate knowledge of role and engagement of the audience in individual moments. Performers sometimes maintain communication within the program through professionalism in performance qualities. The ensemble has a basic knowledge of artistic efforts and musicality as they interpret visual responsibilities. The program may still be a work in progress, but performers often have opportunities to demonstrate showmanship through their efforts.
76-95	The visual program is clear and well developed. Designers utilize a full range of effects that include emotional, aesthetic, and intellectual. Designers demonstrate mature understanding of design choices using the elements and principles of design to create a pleasing whole. Layered orchestration of form, body, and equipment add to depth of the visual repertoire. Excellent pacing and continuity regularly lead the audience through the intended emotional responses. Staging demonstrates creativity and imagination as the visual repertoire achieves intended effects.	76-95	The performers communicate frequent understanding of artistry and visual musicality within a range of expressive opportunities. Performers express a range and variety of emotions to engage the audience. The ensemble displays a confident understanding of role. Communication is consistent throughout the show as a whole. Performers demonstrate professionalism as they entertain through a variety of effects.
96-100	Fully orchestrated use of the design elements of form, body, and equipment creates depth through the entire program. Designers exhibit mastery of a range and variety of design choices within the elements and principles of design. Consistent layering of form, body, and equipment elevates the artistic merit of the program. Strength of orchestration is evident in individual moments and through time as seamless pacing and continuity manipulate audience responses at will. The staging process applies creativity and variety through the program and enhances all aspects of the musical program.	96-100	The performers apply exceptional artistry and visual musicality. Performers express a full range of effects including intellectual, emotional, and aesthetic. Performers' mastery of communication and professionalism allow the ensemble to engage and entertain the audience through the entire show. The ensemble displays superior achievement with ease at all times. This demonstration of consistently exceptional technique allows performers to manipulate audience responses at will.