



Music Performance – Ensemble

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Composition	Quality of Horizontal and Vertical Orchestration Range of Expressive Components Range of Musical Devices Simultaneous Responsibilities Environmental Challenges Range and Variety of Musical Skills		100	
Achievement	Clarity and Uniformity of Style and Interpretation Balance and Blend Tone Quality and Intonation Timbre/Sonority Precision, Vertical Alignment, and Recovery Achievement of Musical, Physical, and Environmental Challenges		100	

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Music Performance – Ensemble

Composition

- Does the composition display *quality in regards to the horizontal and vertical orchestration*?
- Does the composition display a *range of expressive components*?
- Does the composition display a *range of musical devices*?
- Does the composition display *simultaneous or layered* responsibilities (including visual) of the musical performance?
- Does the composition display a *range of environmental challenges*?
- Does the composition display a *range and variety of musical skills*?
- How do *each of these factors*, collectively and individually, *compare* to each and all other units in the competition?

Achievement

- How often does the ensemble *demonstrate clarity and uniformity* of style and interpretation?
- How often does the ensemble demonstrate *balance and blend*?
- How often does the ensemble exhibit successful *tone quality and intonation*?
- How often does the ensemble exhibit successful *timbre and sonority*?
- How *precise* is the ensemble in regards to 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?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Music Performance – Individual

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Composition	Range of Musical and Technical Skills Simultaneous Responsibilities Range of Expressive Components Environmental Challenges		100	
Achievement	Clarity and Uniformity of Style and Interpretation Tone Quality and Intonation Consistency of Timbre/Sonority Accuracy Expression and Musicianship Achievement of Musical, Physical, and Environmental Challenges Recovery		100	

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Music Performance – Individual

Composition

- Does the composition display a **range of musical and technical skills?**
- Does the composition display **simultaneous or layered responsibilities** (including visual) of the musical performance?
- Does the composition display a **range of expressive components?**
- Does the composition display a **range of environmental challenges?**
- How do **each of these factors**, collectively and individually, **compare** to each and all other units in the competition?

Achievement

- How often does the performer ***demonstrate clarity and uniformity*** of style and interpretation?
- How often does the performer exhibit successful ***tone quality and intonation?***
- How often does the performer exhibit successful ***timbre and sonority?***
- How ***accurate and precise*** is the performer in regards to timing and vertical alignment?
- How often does the performer display ***expression and musicianship?***
- How successful are the performers in achieving the ***range of musical, physical, and environmental challenges?***
- How often do performers display an ***ability to recover?***
- ***In all these regards***, how do these performers ***compare*** to other performers in the competition?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Overall Effect – Music

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Repertoire Effect	Creativity/Imagination Audience Engagement Audio Visual Coordination Continuity/Unity/Pacing Nuance/Artistry/Expression Coordination of Wind and Percussion Elements Variety of Visual Effects		100	
Performance Effect	Communication of Musical Intent Audience Engagement Fulfillment of Musical Expectations of the Written Program Artistry Expressive Qualities		100	

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Overall Effect - Music

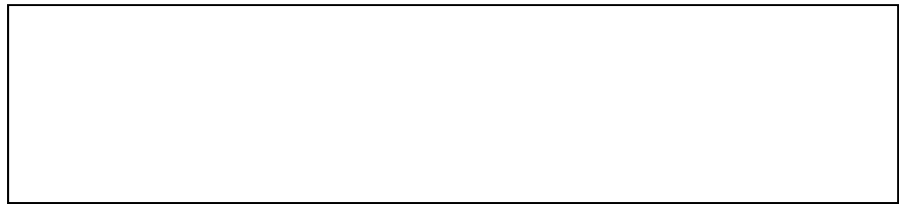
Repertoire Effect

- Does the repertoire display *creativity and imagination?*
- Does the repertoire display opportunities for *audience engagement* through conceptual design compelling impact over time?
- Does the repertoire display effective *audio-visual coordination?*
- Does the repertoire display *logical and progressive development* of one effect moment to the next and guide the eye through the development of the program?
- Does the repertoire display opportunities for *nuance, artistry, and expression?*
- Does the repertoire exhibit *coordination of unity of wind and percussion elements?*
- Does the repertoire display a *variety of musical effects?*
- How do *each of these factors*, collectively and individually, *compare* to each and all other units in the competition?

Performance Effect

- How often does the ensemble *communicate the musical intent?*
- How effectively do the performers *engage the audience* through excellence, communication, and emotional commitment?
- How often do the performers *fulfill, or bring to life,* the musical expectations of the written program?
- How often do the performers *realize expressive qualities?*
- How often does the ensemble achieve *artistry?*
- *In all these regards*, how do these performers *compare* to other performers in the competition?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Overall Effect – Visual

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Repertoire Effect	Coordination/Staging		100	
	Audience Engagement			
	Creativity/Imagination			
	Continuity/Unity/Pacing			
	Nuance/Artistry			
	Audio Visual Coordination			
	Interpretation/Enhancement of the Music			
	Variety of Visual Effects			
Performance Effect	Communication of Character/Role		100	
	Audience Engagement			
	Professionalism			
	Emotion			
	Artistry			
	Expressive Qualities			
	Fulfillment			
	Involvement			

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Overall Effect - Visual

Repertoire Effect

- Does the repertoire display effective coordination and staging?
- Does the repertoire display opportunities for audience engagement through conceptual design compelling impact over time?
- Does the repertoire display creativity and imagination?
- Does the repertoire display logical and progressive development of one effect moment to the next and guide the eye through the development of the program?
- Does the repertoire display opportunities for nuance and artistry?
- Does the repertoire display effective audio-visual coordination?
- Does the repertoire display effective interpretation of the music through use of form, body, and equipment?
- Does the repertoire display a range of visual effects?
- How do *each of these factors*, collectively and individually, *compare* to each and all other units in the competition?

Performance Effect

- How often does the ensemble display *communication of character and role*?
- How effectively do the performers engage the audience through excellence, communication, and emotional commitment?
- How often does the ensemble demonstrate confidence and a high level of excellence?
- How often does the ensemble exhibit strong emotion?
- How often does the ensemble achieve artistry?
- How often do the performers realize expressive qualities?
- How often do the performers fulfill, or bring to life, the visual expectations of the program?
- How often does the ensemble display and attachment: performer to performer and performer to audience member in respect to expressive qualities inherent to the program?
- *In all these regards*, how do these performers *compare* to other performers in the competition?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Visual Performance – Ensemble

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Content	Quality of Horizontal and Vertical Construction Visual Musicality and Artistry Unity of Visual Elements Integration/Cohesion Simultaneous Responsibilities Range and Variety of Skills		100	
Achievement	Spatial Control Ensemble Control Precision and Uniformity Articulation of Body and Equipment Orientation Achievement of Effort Changes Stamina and Recovery Adherence to Style and Role Expressive Qualities		100	

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Visual Performance – Ensemble

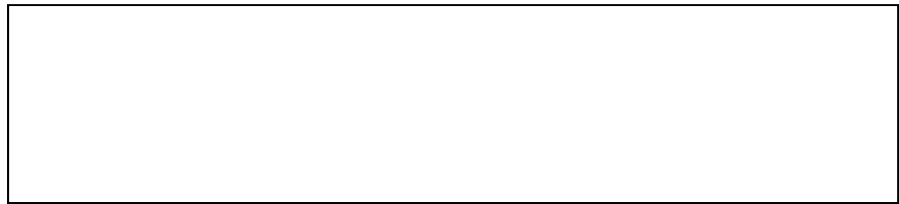
Composition

- Does the program display a ***quality in the horizontal and vertical orchestration?***
- Does the program display a ***range of expressive components?***
- Does the program display ***visual musicality and artistry?***
- Does the program display a ***unity of visual elements?***
- Does the program display ***integration and cohesion*** of elements?
- Does the program display a range of ***simultaneous or layered responsibilities*** (both visual and musical)?
- Does the program display a ***range and variety of visual skills?***
- How do ***each of these factors***, collectively and individually, ***compare*** to each and all other units in the competition?

Achievement

- How often does the ensemble ***demonstrate spatial control?***
- How often does the ensemble demonstrate ***ensemble control?***
- How often does the ensemble exhibit successful ***precision and uniformity?***
- How often is there strong clarity of ***timing and articulation of body and equipment?***
- How often does the ensemble display correct ***body orientation?***
- How often does the ensemble display achievement of ***effort changes?***
- How often do the performers display an ability to ***recover?***
- How often do the performers ***adhere to style and role?***
- How often do the performers ***realize expressive qualities?***
- ***In all these regards***, how do these performers ***compare*** to other performers in the competition?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Visual Performance – Individual

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Content	Visual Musicality and Artistry		100	
	Changes in Meter, Pulse, Tempo			
	Integration/Cohesion			
	Depth of Form, Body, and Equipment Responsibilities			
	Simultaneous Responsibilities (Visual and Musical Simultaneously)			
	Range and Variety of Skills			
Achievement	Spatial and Form Control		100	
	Tempo/Pulse Control			
	Precision and Uniformity of Style/Method			
	Clarity of Body and Equipment			
	Achievement of Effort Changes			
	Stamina and Recovery			
	Expressive Qualities			
	Understanding and Communication of Role			

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
0-49	50-64	65-79	80-89	90-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

Visual Performance – Individual

Content

- Does the program display **visual musicality and artistry**?
- Does the program display challenges and variety in regards to **meter, pulse and tempo**?
- Does the program display **integration and cohesion** of visual elements?
- Does the program display a **depth of form, body and equipment responsibilities**?
- Does the program display a range of **simultaneous or layered responsibilities**? (visual and musical)
- Does the program display a **range and variety of visual skills**?
- How do **each of these factors**, collectively and individually, **compare** to each and all other units in the competition?

Achievement

- How often do the performers achieve **spatial and form control**?
- How often do the performers achieve **control of tempo and pulse**?
- How often do the performers achieve precision in regards to **uniformity of style and method**?
- How often do the performers achieve **clarity** in regards to body and equipment?
- How often do the performers display **achievement of effort changes**?
- How well do performers demonstrate the ability to **recover**?
- How often do the performers display an understanding of **role**?
- How often do the performers **realize expressive qualities**?
- **In all these regards**, how do these performers **compare** to other performers in the competition?

<u>Lacks Readability</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Frequently</u>	<u>Consistently</u>
0-49	50-64	65-79	80-89	90-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



MHSAA / MBA MARCHING CHAMPIONSHIPS Percussion



School: _____ Date: _____

Directors: _____ Class: _____

Evaluate all areas of the percussion performance relative to the captions below and the criteria reference on the back of the sheet. All elements of the percussion ensemble, battery & front ensemble, should be considered. Student achievement must be considered in relation to the content of the program. It is impossible to consider one of these elements without considering the other. What is Being Performed and How It is Being Performed Equals DERIVED ACHIEVEMENT.

COMPOSITION

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

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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PERFORMANCE QUALITY

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

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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Total Point Breakdown	0 - 99 Fair	100 - 129 Good	130 - 159 Excellent	160 - 179 Superior	180 - 200 Superior
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TOTAL 200 Points

 (Adjudicator's Signature)

Mississippi Bandmasters

Percussion

Achievement is the end product of what the performers are given and how well they execute those responsibilities.

	C O M P O S I T I O N	<p>Who had the greater composition as it relates to...</p> <p>Musical Content: “The ability to demonstrate a wide variety of musical styles and nuances.” Technical Content: “The degree of skill and stamina required to play the written book.” Simultaneous Responsibility: “The combination of musical and visual responsibilities.” Clarity of Intent: “The ability to deliver the clear and balanced intent of the written score.” Creativity: “The uniqueness and freshness of the musical program.” Range of Effects: “The variety and depth of development within each planned effect.”</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5	
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	
Numerical Range	0 49	50 64	65 79	80 89	90 100	
Learning Steps	Experience	Discover	Know	Understand	Apply	
	P E R F O R M A N C E Q U A L I T Y	<p>Who had the greater achievement as it relates to...</p> <p>Musicianship: “The art of making music.” Segmental Clarity: “The ability of each segment to demonstrate rhythmic accuracy.” Uniformity of Technique: “The consistency of implement control in the chosen technical style.” Ensemble Cohesiveness: “The ability of the ensemble to maintain rhythmic stability.” Communication: “The performance techniques that connect with the audience.” Excellence as it relates to Effect: “The proficiency of technical skills or virtuosity that elicits a response from the listener.”</p>				
Sub-Caption Spreads	1 — 2	3 — 4	5 — 7	8 & Up		
	----- Very Comparable	----- Minor Differences	----- Definitive Differences	----- Significant Differences		



MHSAA / MBA MARCHING CHAMPIONSHIPS Color Guard



School: _____ Date: _____

Director: _____ Class: _____

The color guard is considered to be visual musicians. Their contribution creates a visual reflection of the music and provides a unique enrichment to the total program. At all times, their primary role is to support and enhance the entire production. Through the qualities of form, equipment and movement/dance they will reflect phrasing, meter, tempo, dynamics and style in a partnership with the music that gives dimension to the audience's comprehension of the program. What is Being Performed and How It is Being Performed Equals DERIVED ACHIEVEMENT.

COMPOSITION

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

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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EXCELLENCE

Achievement through technique in form, body, and/or equipment
Achievement through communication of mood, role and/or visual dynamics
Achievement through effort changes of space, time, weight and/or flow

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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Total Point Breakdown	0 - 99 Fair	100 - 129 Good	130 - 159 Excellent	160 - 179 Superior	180 - 200 Superior
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TOTAL 200 Points

(Adjudicator's Signature)

Mississippi Bandmasters
Color Guard

C O M P O S I T I O N	<p>Composition combines all aspects of the color guards contribution. Consider effect through composing the written work and the choreography through equipment, body, drill, or staging.</p> <p>Who had the greater composition as it relates to...</p> <p>Depth/Quality: “The use of form, body and equipment to appropriately augment and support the design of the overall program.”</p> <p>Originality/Creativity: “The ability to create visual effect that produces <i>WOW</i> moments in the program.”</p> <p>Horizontal/Vertical Orchestration: “The ability to visually enhance the music both in isolation and over time.”</p> <p>Range/Variety: “The use of choreography in ways that visually displays what is being heard aurally.”</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently
Composition Numerical Range	0 49	50 64	65 79	80 89	90 100
Excellence Numerical Range	0 49	50 64	65 79	80 89	90 100
Learning Steps	Experience	Discover	Know	Understand	Apply
E X C E L L E N C E	<p>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.</p> <p>Who had the greater achievement as it relates to...</p> <p>Form/Body/Equipment: “The display of drill, dance and flag/weapon/prop skills over time.”</p> <p>Mood/Role/Dynamics: “The ability to communicate as it relates to the full range of performance skills.</p> <p>Effort Changes: “The degree to which individuals adhere to style given the programs requirements of space, time, weight and flow.</p>				
Composition Sub-Caption Spreads	1 — 2	3 — 4	5 — 7	8 & Up	
	Comparable	Minor Differences	Definitive Differences	Significant Differences	
Excellence Sub Caption Spreads	1 — 2	3 — 4	5 — 7	8 & Up	
	Comparable	Minor Differences	Definitive Differences	Significant Differences	