



# VISUAL ENSEMBLE

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

The ensemble judge will credit the total orchestration of the composition and the excellence with which these qualities are achieved.

## Comments

### COMPOSITION (50)

Credit the organization and quality of the compositional aspects through the construction of form, body, equipment, musical and artistic qualities.

### EXCELLENCE (50)

Credit the positive achievement which is reflected in clarity, ensemble control, accuracy, definition and style.

**TOTAL SCORE**  
Max. 100

Judge \_\_\_\_\_





# VISUAL INDIVIDUAL

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

Credit the total responsibility of the individual students. The judge will credit achievement of student technique, style and skills. The judge will evaluate this caption emphasizing achievement based on the individual's excellence through a variety of skills.

## Comments

### VOCABULARY (50)

Credit the positive achievement of the individual responsibilities and variety of the skills placed upon the student.

### EXCELLENCE (50)

Credit the positive achievement of individual articulation, method and technique, as well as adherence to style.

**TOTAL SCORE**  
Max. 100

Judge \_\_\_\_\_



# IA VISUAL WORKSHEET

## VOCABULARY

0 - 15

The vocabulary is **limited**, repetitious or presented only as a single effort. Phrase lengths are brief. Expressive efforts of weight, flow, space, and time relative to dynamics are seldom used or written. The vocabulary qualities are occasionally displayed limiting the student's ability for achievement.

16 - 29

The vocabulary contains a **moderate** level of variety and versatility through which the layering of multiple efforts is becoming more apparent. Phrase lengths are somewhat longer and challenge the students through a growing range of expressive dynamic efforts. The vocabulary qualities displayed offer a **moderate** level of achievement to the students.

30 - 41

The vocabulary is **extensive and varied**. The **blend** of equipment, body and form efforts to enhance the students' level of achievement is significant. Phrases are longer and more dimensional. Versatility is evident and displayed through a broad range of expressive dynamic efforts. The vocabulary qualities displayed offer a **strong** level of achievement to the students.

42 - 50

The vocabulary efforts contain a **superior** level of variety and versatility involving ongoing multiple responsibilities. Phrases are long and full of expressive dynamic efforts which constantly challenge the students with complex and varied skills. Methods and techniques require the **highest degree** of physical and mental development. The vocabulary qualities displayed offer a **superior** level of achievement to the students.

## EXCELLENCE

0 - 15

The training skills displayed by the student is **limited** or lacks understanding. Occasionally there is some uniformity of the technical and expressive vocabulary efforts. Adherence to style is sometimes displayed; although breaks, flaws and inconsistencies in method and technique are often evident. Students with limited training skills can offer only minimal reward achievement for written vocabulary efforts.

16 - 29

Students display a **moderate** level of training skills from which to achieve. Principles of achievement of the vocabulary efforts are understood but vary from person to person depending on the effort required. Breaks, flaws and inconsistencies in method and technique still occur but are less frequent. Recovery, uniformity of efforts, and stylistic approach are becoming more evident. Students with moderate level of training offer a clearer understanding of the written vocabulary efforts for reward achievement.

30 - 41

Students display an **extensive** level of training skills required for achievement. Students understand and apply the skills and dynamics to achieve the technical and expressive vocabulary on a more consistent basis. Breaks and flaws are minor and infrequent. The students display a strong sense of style, uniformity, and recovery from error of form, body and equipment efforts. The broad level of training skills displayed is strong and evident allowing for the total understanding and rewarding of the written vocabulary.

42 - 50

Students display and maintain a **superior** level of training skills required for achievement. The fullest range of effort qualities and dynamics are demonstrated with ease, moving through sophisticated gradations of space, time, weight and flow. Breaks and flaws are virtually non-existent and recovery is effortless. All movement characteristics are well defined. Concentration and skills are demonstrated in a **superior** manner. The blend of form, body and equipment provide an inseparable and **standard setting** dynamic and expressive display. Adherence to style is superb. Development and achievement set standards.

VOCABULARY																			
EXCELLENCE																			
TOTAL																			



# VISUAL GENERAL EFFECT

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

General Effect considers **ALL** elements of the Unit's Audio/Visual presentation which **collectively** combine to display the unit's impressive effectiveness. It is the successful communication of the group's **IDENTITY** and **MESSAGE** through the tasteful blend of creative **DESIGN AND PERFORMANCE**.

## Comments

### REPERTOIRE EFFECT

(100)

COORDINATION  
STAGING  
VISUAL DESIGN  
VISUAL MUSICALITY  
VARIETY  
CREATIVITY/ORIGINALITY

### PERFORMANCE EFFECT & SHOWMANSHIP EFFECT

(100)

APPEAL  
EMOTION  
MOOD  
PROFESSIONALISM  
DRAMATIC EFFECTS  
CONFIDENCE  
POISE  
ADHERENCE TO STYLE

**TOTAL SCORE**

Max. 200

Judge \_\_\_\_\_



# GE VISUAL WORKSHEET

## REPERTOIRE EFFECTIVENESS

60 - 65

Some understanding of design & composition apparent. Occasional periods of appeal & intrigue occur. Some fundamentals of staging and sporadic visual musicality produce a sense of Program Concept for limited effects. Coordination of elements are underdeveloped.

66 - 79

Program concept is **moderately developed**. Coordination and integration of elements through movement, form, and equipment create a moderate level of appeal & intrigue generating some effects. A **good** sense of visual musicality is evident. Design dynamics generate some successful effects.

80 - 93

**Excellent development** of Program Concept and Identity apparent in depth of design & visual musicality which creates intrigue, emotional & aesthetic appeal. Dynamic contribution to form, body, and equipment to the **TOTAL CONCEPT** to heighten and enhance the effects evident but not maximized.

94 - 100

**Extraordinary display** of design. Superior standards of **TOTAL** involvement create intrigue which heightens the emotional, intellectual, and/or theatrical entertainment values. Outstanding display of versatility and visual dynamics. Integration and pacing are highly successful in generating effects.

## PERFORMANCE/SHOWMANSHIP EFFECTIVENESS

60 - 65

Students display **occasional** involvement in creating **appeal and emotion**. Mood is occasionally established and students communicate **some** awareness of **stylistic responsibilities**. Confidence and poise need development.

66 - 79

Students have expressed a **moderate** levels of **appeal and emotion**. Communication of students' involvement is developing and becoming more consistent. Students project a **moderate** level of awareness of **stylistic responsibilities** and display capability of achievement.

80 - 93

Students have expressed an **excellent** level of **appeal and emotion** by displaying their involvement with the program **dynamics** and **stylistic responsibilities**. The students display a strong awareness of identity through a range of performance technique which heightens their communication with the audience.

94 - 100

An **outstanding expression of appeal and emotion** is demonstrated by the students. Mood is fully maintained through **superb** expressive skills while the students communicate a **full understanding** of their **stylistic responsibilities**. Confidence, poise and professionalism enhance and heighten involvement with audience.

REPERTOIRE EFFECT																		
PERF/SHOW EFFECT																		
TOTAL																		



# MUSIC INDIVIDUAL

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Remember**, this is a "build-up" caption, hence credit is mainly given for what is **displayed and achieved**, not merely attempted. The judge must consider exposure to error placed on the student with each sub-caption evaluation. All elements of the musical ensemble **Percussion, Woodwinds, and Brass** are to be included here. Sub-caption integrity must prevail.

## Comments

### REPERTOIRE DEMAND (100)

Credit here the physical and mental demands of the music presented and the responsibilities required of the students.

DIFFICULTY OF MUSICAL SCORE

FREQUENCY - DENSITY OF DEMAND

PHYSICAL / MENTAL DEMAND

INTERPRETATION

### EXCELLENCE (100)

Credit here the students' achievement of the musical presentation according to the following aspects:

TONE QUALITY - INTONATION

PITCH CONSISTENCY

ATTACKS - RELEASES

RHYTHMIC INTERPRETATION

ARTICULATION

INSTRUMENTAL TECHNIQUE

BREATH CONTROL

**TOTAL SCORE**

Max. 200

Judge \_\_\_\_\_





# MUSIC GENERAL EFFECT

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

General Effect considers **ALL** elements of the musical ensemble; **Percussion, Woodwinds, Brass**, which combine to display the band's impressive effectiveness.

## Comments

### COMPOSITION / REPERTOIRE EFFECT (100)

Credit here the orchestration and coordination of all elements as they pertain to the achievement of effect and entertainment.

EXTENT OF PLANNING

CONSTRUCTION / COMPOSITION

VARIETY OF MOODS

COORDINATION WITH VISUAL PROGRAM

### PERFORMANCE EFFECT & SHOWMANSHIP EFFECT (100)

Credit here the students' effectiveness.

EXPRESSION

COMMUNICATION

IDIOMATIC INTENSITY

EMOTION

**TOTAL SCORE**

Max. 200

Judge \_\_\_\_\_



# GE MUSIC WORKSHEET

## COMPOSITION/REPERTOIRE EFFECT

60 - 65

Musical arrangements are of a basic nature which **rarely generate** musical effects. Musical form of the **program lacks logic**. **Coordination** of visual and musical components is evident **at times**.

66 - 79

Arrangements develop a **moderate level of creative effects** with inclusion of various styles and textures. The musical form of the program **occasionally includes** logical points of climax and contrast. The blend of musical and visual programs demonstrate a **moderate level of coordination**.

80 - 93

Arrangements demonstrate a **high level** of creative musical effects that lifts the level of intrigue, emotional and theatrical entertainment. The musical form of the program **often includes** logical points of climax and contrast. Music and visual programs are **well coordinated**.

94 - 100

Arrangements include **superior levels** of creative musical planning that heightens the level of intrigue, emotional and theatrical entertainment. The musical form **frequently includes** climaxes and contrasts which are appropriate to the composition. The intent of the musical repertoire is **clearly evident**, and is packaged with a **extraordinarily coordinated** musical / visual presentation.

## PERFORMANCE & SHOWMANSHIP EFFECT

60 - 65

The performers **occasionally** use expression and interpretation to communicate style. Achievement of **effects and showmanship** are **occasionally** evident. The performance **often lacks appeal** due to a low level of intensity and emotion.

66 - 79

There is a **good level** of communication by the performers through the use of expression and idiomatic interpretation. Style and showmanship are evident at times. Effective moments **are developing**. There are **moderate levels of showmanship and emotion** on occasion.

80 - 93

**Strong level of communication** is often achieved through the use of expression, idiomatic interpretation, style and showmanship. The use of emotion by the performers to create effects is **excellent** and **occurs** often in the program.

94 - 100

The performers use expression and interpretation to communicate a **superior level** of style and showmanship. There is an **outstanding** level of intensity. The performance is **captivating throughout** due to the consistent use of emotion. The students project refinement and polish that gives the performance a **professional quality**.

**Remember**, this is a "build-up" caption, hence credit is mainly given for what is actually **achieved**, not merely attempted. The judge must consider coordination, i.e. - visual, staging, continuity and climax with every sub-caption evaluation. All elements of the musical ensemble **Percussion, Woodwinds, and Brass** are to be included here. Sub-caption integrity must prevail.

COMPOSITION REPERTOIRE																			
PERF/SHOW EFFECT																			
TOTAL																			



# MUSIC ENSEMBLE

SCHOOL NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## Comments

### REPERTOIRE DEMAND (100)

Credit here the physical and mental demands of the music presented and the responsibilities required of the students.

DIFFICULTY OF MUSICAL SCORE

FREQUENCY - DENSITY OF DEMAND

PHYSICAL/MENTAL DEMAND

INTERPRETATION

### EXCELLENCE (100)

TONE QUALITY - INTONATION

ENSEMBLE BALANCE

ATTACKS - RELEASES

RHYTHMIC INTERPRETATION

ARTICULATION

INSTRUMENTAL TECHNIQUES

BREATH CONTROL

**TOTAL SCORE**

Max. 200

Judge \_\_\_\_\_

