



# MUSIC EFFECT

Judges **MUST** understand that Achievement is the end result of what the performers are given and how well they communicate those responsibilities. **WHAT + HOW = ACHIEVEMENT.** Therefore, the Music Effect judge must understand that the evaluation of construction and content of the program, in combination with performance level is what determines the degree of effective achievement. It is impossible to properly evaluate one of these elements without considering the other.

## Content Effectiveness - The use of all Musical Elements over time.

SUB-CAPTION DESCRIPTION	TO WHAT DEGREE DID THE MUSICAL DESIGN DEMONSTRATE:	POINT VALUE 100 SCORE:
<b>The Musical Journey</b>	The successful creative blend of all musical elements presented which engage, and entertain throughout the program.	
<b>Creativity</b>	The originality, uniqueness and imagination infused within and throughout the musical program.	
<b>Musicality</b>	The artistic interaction of all musical elements that elevate the program, engage the audience and heighten effect.	
<b>Musical Expression</b>	The effective creation of musical mood, style, tension/resolution and contrast presented throughout the program.	
<b>Coordination &amp; Staging</b>	The display of effective audio-visual planning to enhance engagement and entertainment throughout the program.	

BOX 5	BOX 4	BOX 3	BOX 2	BOX 1
100—91	90—76	75—61	60—46	45—1
<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>

96	91	83	76	68	61	54	46
192	182	166	152	136	122	106	82

## Performance Effectiveness - The expressive qualities presented by the performers.

SUB-CAPTION DESCRIPTION	TO WHAT DEGREE DID THE PERFORMERS DEMONSTRATE:	POINT VALUE 100 SCORE:
<b>Communication</b>	The creation of an emotional connection which engages and entertains the audience.	
<b>Musical Excellence</b>	The ability to clearly and effectively present the music through technical mastery, creation of sonority, and production of quality tone.	
<b>Commitment</b>	Command of the written musical responsibilities, styles, and moods.	
<b>Professionalism</b>	Command of the stage, stage presence and recovery.	
<b>Spirit and Energy</b>	The ensembles communication of energy and spirit that engages the audience.	

**JUDGE:** \_\_\_\_\_

**TOTAL SCORE 200**

**SCORE:**

## California State Band Championships

### MUSIC EFFECT

The Music Effect Caption will evaluate the effectiveness of the audio portion of the presentation.

Where significant, the evaluation will include audio-visual coordination and interaction.

#### Content Effectiveness

<p>The <b>Musical Journey</b> presents unified and varied musical energies with few moments of lesser effect. The musical program offers a high level of <b>musicality</b> that <b>engages</b> and <b>entertains</b> throughout with few, if any, lapses. <b>Pacing, development, creativity, staging</b> and <b>coordination</b> synergize to generate consistently high levels of musical effect.</p>	<p>The <b>Musical Journey</b> shows significant but not yet full development. The musical program offers significant <b>musicality</b> that <b>engages</b> and <b>entertains</b> though occasional lapses occur. <b>Pacing, development, creativity, staging</b> and <b>coordination</b> combine to generate stronger but occasionally inconsistent levels of musical effect.</p>	<p>The <b>Musical Journey</b> is mostly present and occasionally unclear. The musical program offers a moderate level of <b>musicality</b> that <b>engages</b> and <b>entertains</b> with segments of lesser effect present. <b>Pacing, development, creativity, staging</b> and <b>coordination</b> combine to produce moderate, although inconsistent levels of musical effect.</p>	<p>The <b>Musical Journey</b> is somewhat present and frequently unclear. The musical program achieves inconsistent <b>engagement</b> and <b>entertainment</b> with only moments of higher interest. <b>Pacing, creativity, , staging</b> and <b>coordination</b> are not evident throughout, and musical effect is not often present.</p>	<p>The <b>Musical Journey</b> is absent The musical program lacks audience <b>engagement</b> throughout. <b>Pacing, creativity, staging</b> and <b>coordination</b> are either absent or inappropriate to this group of performers.</p>
<b>BOX 5</b>	<b>BOX 4</b>	<b>BOX 3</b>	<b>BOX 2</b>	<b>BOX 1</b>
100 - 91	90 - 76	75 - 61	60 - 46	45 - 1
<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>
<p>Performers consistently demonstrate high level of <b>intensity, focus, endurance</b> and <b>commitment</b> to the moment. <b>Projection, expression, and emotion</b> are strong throughout the performance with few, if any, lapses.</p>	<p>Performers demonstrate a generally strong level of <b>intensity, focus, endurance</b> and <b>commitment</b> to the moment throughout most of the show. <b>Projection, expression, and emotion</b> are evident, although may be inconsistent</p>	<p>Performers demonstrate a moderate level of <b>intensity, focus, endurance</b> and <b>commitment</b> to the moment sporadically during the show. <b>Projection, expression, and emotion</b> are likewise inconsistent throughout the performance.</p>	<p>Performers demonstrate only minimal knowledge of <b>intensity, focus, endurance</b> and <b>commitment. Projection, expression</b> and <b>emotion</b> are absent throughout most of the performance.</p>	<p>There is no discernible effect created through the performer's display of the fundamentals of musical performance.</p>

#### Performance Effectiveness