



Arizona  
Marching Band  
Association

Band \_\_\_\_\_

Class \_\_\_\_\_

Judge \_\_\_\_\_

Date \_\_\_\_\_

## AUXILIARY

Credit the composition and orchestration of the auxiliary design, the effective support of the musical and visual program, and the achievement of technical and expressive qualities. Be sensitive to the unique design challenges inherent in different ensemble sizes.

<b>COMPOSITION</b> CONSIDER WHOSE AUXILIARY OFFERS GREATER					SCORE (OUT OF 100):
<ul style="list-style-type: none"> <li>• Fulfillment of the Concept/Programmatic Interpretation</li> <li>• Depth and Quality of Design of Equipment and Body</li> <li>• Depth and Quality of Staging</li> <li>• Musicality through Dynamic Efforts of Space, Time, Weight &amp; Flow</li> <li>• Production Value of Costume and Color <b>Choices</b></li> </ul>					
<b>EXCELLENCE</b> CONSIDER WHOSE PERFORMERS DEMONSTRATE GREATER					SCORE (OUT OF 100):
<ul style="list-style-type: none"> <li>• Excellence/Achievement in Equipment and Body</li> <li>• Achievement of Spacing, Line, Timing, and Orientation</li> <li>• Training, including Concentration, Stamina, and Recovery</li> <li>• Achievement of Dynamic Gradations and Effort Changes</li> <li>• Adherence to a chosen Style of Movement, Equipment or Motion</li> <li>• Understanding of Roles/Poise</li> </ul>					
Not Met <b>WEAK</b> <i>0 to 39</i>	Occasionally <b>FAIR</b> <i>40 to 49</i>	Sometimes <b>GOOD</b> <i>50 to 69</i>	Frequently <b>EXCELLENT</b> <i>70 to 89</i>	Always <b>SUPERIOR</b> <i>90 to 100</i>	<b>TOTAL SCORE</b> (OUT OF 200):
<b>Sub-Caption spread guidelines</b>	<b>VERY comparable:</b> 1-3 tenths	<b>MINOR differences:</b> 4-6 tenths	<b>DEFINITIVE differences:</b> 7-9 tenths	<b>SIGNIFICANT differences:</b> 1+ point	

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5
0-39	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	90-100
	40-43	44-46	47-49	50-55	56-64	65-69	70-75	76-84	85-89	

COMPOSITION	EXCELLENCE
<p><b>BOX 1:</b> The criteria are <i>NOT MET</i>. The design is unreadable/displays no relationship to the music.</p> <p><b>BOX 2:</b> The ensemble <i>OCCASIONALLY</i> demonstrates understanding of the criteria. Vocabulary is at a beginning level, and musicality is sometimes demonstrated.</p> <p><b>BOX 3:</b> The ensemble <i>SOMETIMES</i> demonstrates understanding of the criteria. Vocabulary is at an intermediate level, and choreography often generates effect. Transitions may still be developing or incomplete.</p> <p><b>BOX 4:</b> The criteria is <i>FREQUENTLY</i> met with few breaks in quality. Vocabulary offers a broad variety of depth and versatility, and choreography is successful in generating effect.</p> <p><b>BOX 5:</b> The ensemble <i>ALWAYS</i> demonstrates a clear and complete understanding of the criteria. Vocabulary is broad, detailed, and creative. Choreography generates and sustains a variety of effects. Transitions are superior in design.</p>	<p><b>BOX 1:</b> The criteria are <i>NOT MET</i>.</p> <p><b>BOX 2:</b> The ensemble <i>OCCASIONALLY</i> demonstrates understanding of the criteria. Excellence, concentration, and uniformity may be sporadic or inconsistent. The ensemble may demonstrate some expressive gradations through time.</p> <p><b>BOX 3:</b> The ensemble <i>SOMETIMES</i> demonstrates understanding of the criteria. The ensemble demonstrates some longer periods of uniformity, with frequent recoveries. Expressive gradations are handled by the ensemble, though may be incomplete or marred by lapses in performance quality.</p> <p><b>BOX 4:</b> The criteria is <i>FREQUENTLY</i> met with few breaks in quality. The ensemble is highly uniform, and quickly recovers from any errors. Expressive gradations are well handled throughout the program with a sense of confidence.</p> <p><b>BOX 5:</b> The criteria is <i>ALWAYS</i> met with little/no detectable break in quality. The concentration, uniformity, and excellence of the ensemble are superior. Recoveries are effortless. A fully developed sense of confidence motivates each expressive gradation. The excellence of the ensemble is standard-setting.</p>

**Emerging-** the ensemble portrays criteria within this box most of the time, and occasionally portrays characteristics of the box below.

**Realizing-** the ensemble portrays criteria within this box the vast majority of the time.

**Fulfilling-** the ensemble portrays criteria within this box most of the time, and occasionally portrays characteristics of the box above.