



Arizona
Marching Band
Association

Band _____

Class _____

Judge _____

Date _____

PERCUSSION

Credit the demonstration of all components inherent in the art of music and percussion performance. Consider how and why each event occurs throughout the design.

MUSICIANSHIP WHICH MUSICIANS AND PROGRAM BETTER DEMONSTRATE					SCORE (OUT OF 100):
<ul style="list-style-type: none"> • Clear and varied musical expression • Variety and musical support of the ensemble • Program continuity and pacing • Communication and Interpretation 					
METHOD AND TIMING WHICH MUSICIANS BETTER DEMONSTRATE					SCORE (OUT OF 100):
<ul style="list-style-type: none"> • Uniformity and Quality of Technique • Precision and Clarity • Blend and Balance (both within and between sections) • Vertical Alignment, Tempo Control, Rhythmic Interpretation • Uniformity of Sound Production 					
Not Met WEAK <i>0 to 39</i>	Occasionally FAIR <i>40 to 49</i>	Sometimes GOOD <i>50 to 69</i>	Frequently EXCELLENT <i>70 to 89</i>	Always SUPERIOR <i>90 to 100</i>	TOTAL SCORE (OUT OF 200):
Sub-Caption spread guidelines	VERY comparable: 1-3 tenths	MINOR differences: 4-6 tenths	DEFINITIVE differences: 7-9 tenths	SIGNIFICANT differences: 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>BOX 1: The criteria are <i>NOT MET</i> satisfactorily. The visual design has little unity or relationship to the music.</p> <p>BOX 2: The ensemble <i>OCCASIONALLY</i> demonstrates understanding of the criteria. Design elements are singly presented. Incomplete presentation may limit scoring potential.</p> <p>BOX 3: The ensemble <i>SOMETIMES</i> demonstrates understanding of the criteria. The composition shows an understanding of unity and creates a pleasing whole. The variety and through-line of the program may be undeveloped or in progress, but basic design ideas are clear.</p> <p>BOX 4: The criteria is <i>FREQUENTLY</i> met with few breaks in quality. The composition flows from idea to idea with ease, and shows a clear sense of planning and development through time. Higher-level concepts may be still developing or incomplete.</p> <p>BOX 5: The ensemble <i>ALWAYS</i> demonstrates a clear and complete understanding of the criteria. The program develops through time with clarity, continuity and artistry.</p>	<p>BOX 1: The criteria is <i>NOT MET</i>. Performers are unaware of the skills required by the visual design. Breaks are constant.</p> <p>BOX 2: The criteria is <i>OCCASIONALLY</i> met. Performers show an occasional understanding of the appropriate skill sets, but breaks in technique are frequent. Responsibilities may be limited or incomplete.</p> <p>BOX 3: The criteria is <i>SOMETIMES</i> met. Performers show an understanding of the appropriate skill sets, but lapses in quality during demanding passages may mar the effect of the performance. The set of responsibilities is wide, but is handled with mixed success.</p> <p>BOX 4: The criteria is <i>FREQUENTLY</i> met with few breaks in quality. Performers frequently demonstrate a clear understanding of style, and recovery is fast. Effort changes are handled with a greater degree of success and maturity.</p> <p>BOX 5: The criteria are <i>ALWAYS</i> met with little/no detectable break in quality. Performers move through space with clarity and ease, while demonstrating a clear adherence to style through a wide variety of skill sets and effort qualities.</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.