

Band: *Choose School*  
 Contest: *Choose an item.*  
 Group: *Add Group*  
 Judge: *Choose an item.*

# ENSEMBLE MUSIC



## Scoring Sheet

Evaluate how the **range, depth, and variety** of all musical elements in winds, percussion and electronics contribute to the success of the musical presentation. Provide analysis of the complexity of what is being performed and recognize how well the musical content is being performed and the performers' ability to connect with the audience over time.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Composition	Score
<ul style="list-style-type: none"> <li>○ <i>Musical Design / Composition Elements</i></li> <li>○ <i>Quality of Music Orchestration Through Time</i></li> <li>○ <i>Range of Musical Choices</i></li> <li>○ <i>Range of Expressive Components</i></li> <li>○ <i>Musical, Physical, and Environmental Challenges</i></li> </ul>	<p>100 Pts</p>
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Rhythmic Accuracy / Tempo Control</i></li> <li>○ <i>Ensemble Sonority and Intonation</i></li> <li>○ <i>Style Uniformity and Interpretation</i></li> <li>○ <i>Balance and Blend</i></li> <li>○ <i>Training, Detail, and Nuance</i></li> <li>○ <i>Layered and Multiple Responsibilities</i></li> </ul>	<p>100 Pts</p>
Total Score	
<p><b>1 Judge:</b> _____</p>	<p>200 Pts</p>

# ENSEMBLE MUSIC

## Analysis / Comparison Placemat

*Training and compatibility of the range of presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Composition

**Who had the greater understanding / achievement as it relates to...**

**Musical Design / Compositional Elements:** The purposeful use of music design elements and principles within the composition and orchestration process. This includes timbre, tessitura, and melodic, harmonic, and rhythmic structures within the musical texture, and overall orchestration.

**Quality of Music Orchestration Through Time:** The thoughtful and thorough planning used to convey musical ideas throughout the entire show. The logical progression of ideas horizontally (conceptualization) as well as the layered or combination of design options vertically (characteristics).

**Range of Musical Choices:** The scope of musical and technical repertoire and vocabulary displayed in the program.

**Range of Expressive Components:** The breadth of dynamic and expressive qualities within a program that provide intrigue, contrast, and direction to the phrases and overall composition. This is evidenced by idiomatic interpretation, musical phrasing, shaping of notes, dynamics, and nuanced inflections of the composition.

**Musical, Physical & Environmental Challenges:** The range of musical, physical, and environmental challenges presented to the performers.

BOX 1	BOX 2		BOX 3			BOX 4			BOX 5	
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows			"Frequently" Understand			"Consistent" Application	
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.
<i>Sub-Caption Score</i>	30	40 49	50 60 69	70 80 89	90 95 100					

## Achievement

**Who had the greater understanding / achievement as it relates to...**

**Rhythmic Accuracy / Tempo Control:** The ability of individual musicians and segments to produce accurate rhythmic content at all meter, tempi and tempo changes.

**Ensemble Sonority and Intonation:** Sonority is the ensemble's result of delivering quality of tone, timbre and resonance. Intonation is the musician's realization of pitch accuracy.

**Style Uniformity and Interpretation:** The musician's ability to accurately convey the chosen style through technique, interpretation, and inflection. Overall musicality is realized by the performers ability to convey compositional intent and expressive qualities.

**Balance and Blend:** Balance relates to the dynamic strength of sections and individuals to convey the musical intent (i.e. melody, harmony). Blend is the merging of all instrumental voices for the intended combination of timbres.

**Training, Detail, and Nuance:** The recognition of the group's training and technique, as well as attention to the subtleties that elevate the production quality.

**Layered and Multiple Responsibilities:** The group's ability to perform all musical and visual elements singularly and simultaneously throughout the show with confidence and poise.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# INDIVIDUAL MUSIC



## Scoring Sheet

Evaluate the **range, variety, and depth** of all musical elements given to the performers. The judge will determine if achievement and demonstrated training supports the responsibilities presented. Representative sampling of all winds, percussion/electronics that contribute to the success on the musical performance will be evaluated.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Content	Score
<ul style="list-style-type: none"> <li>○ <i>Depth of Musical Vocabulary</i></li> <li>○ <i>Variety of Tempo, Meter &amp; Pulse</i></li> <li>○ <i>Range of Techniques and Defined Style</i></li> <li>○ <i>Shaping and Expression</i></li> <li>○ <i>Simultaneous Responsibilities</i></li> </ul>	100 Pts
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Articulation Accuracy &amp; Technique</i></li> <li>○ <i>Control of Tempo, Meter and Pulse</i></li> <li>○ <i>Precision of Style, Uniformity and Method</i></li> <li>○ <i>Tone Quality and Intonation</i></li> <li>○ <i>Delivery of Expressive Qualities</i></li> <li>○ <i>Training and Recovery</i></li> </ul>	100 Pts
Total Score	
200 Pts	

2 Judge: \_\_\_\_\_

# INDIVIDUAL MUSIC



## Analysis / Comparison Placemat

Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring.

### Content

Who had the greater understanding / achievement as it relates to...

**Depth and Range of Musical Vocabulary:** The breadth and depth of musical demands placed on individuals and small groups with the expectation of a quality of those demands.

**Variety of Tempo, Meter, and Pulse:** Program displays various meter, pulse and tempo challenges to the performers as well as any rhythmic variations.

**Range of Techniques and Defined Style:** Musical structure encompasses various techniques, approaches, and methods that supports the designed style and identity.

**Shaping and Expression:** Enhances the musical structure through its inclusion of dynamic ranges of space, time, weight, and flow to provide shaping, contouring, inflection, and dynamic contrast.

**Simultaneous Responsibilities:** Performers are challenged to demonstrate multiple or layered responsibilities of playing, moving through forms, manipulating body position, and listening / responding to others.

BOX 1	BOX 2		BOX 3			BOX 4			BOX 5			
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows			"Frequently" Understand			"Consistent" Application			
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Most of Time	Some of Time	Most of Time	Most of Time	All the Time	Sets New Std.		
Sub-Caption Score	30	40	49	50	60	69	70	80	89	90	95	100

### Achievement

Who had the greater understanding / achievement as it relates to...

**Articulation Accuracy and Technique:** Demonstrated achievement with proper attacks, releases, dexterity, length of notes, silence between notes, and a solid technical command of their chosen instruments.

**Control of Tempo, Meter, and Pulse:** Accurate display of meter, pulse, rhythmic accuracy, and timing at all tempi and tempo changes demonstrated comfortably with adequate training in various physical / listening conditions.

**Precision of Style, Uniformity, and Method:** Detail and method of presenting the musical vocabulary with the appropriate style, interpretation, confidence, and artistry.

**Tone Quality and Intonation:** Demonstration of mature and characteristic tones or sounds for each of the winds and percussion instruments and realization of consistent pitch accuracy.

**Delivery of Expressive Qualities:** The accuracy and delivery expressive qualities of musical phrasing, shaping, artistry, balance and blend through the performers stylistic interpretation, nuance, and confidence of delivery in various musical contexts.

**Training and Recovery:** Displaying training is compatible for the musical challenges and design & quick recovery happens for any breaks or flaws.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# GE MUSIC



## Analysis / Comparison Placemat

Evaluate the **range, variety, and depth** of the effectiveness of all the planned events though time and the student's ability to communicate these events. Analyze the musical elements that contributed in creating an engaging program, the skillful blending of musical/visual elements that together elevate the show, communication of identity and concept, the blending of performance and creativity, and the performer's ability to connect and engage with the audience over time.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Repertoire Effectiveness	Score
<ul style="list-style-type: none"> <li>○ <i>Program Premise, Concept</i></li> <li>○ <i>Imagination, Creativity, Originality</i></li> <li>○ <i>Variety in Musical Repertoire</i></li> <li>○ <i>Pacing, Continuity, Flow of Musical Ideas</i></li> <li>○ <i>Blend of Music &amp; Visual, Coordination</i></li> </ul>	<p>100 Pts</p>
Performance Effectiveness	Score
<ul style="list-style-type: none"> <li>○ <i>Communication of Intent, Mood, Engagement</i></li> <li>○ <i>Delivery of Expressive Qualities</i></li> <li>○ <i>Artistic / Musical Believability</i></li> <li>○ <i>Excellence Related to Effect</i></li> <li>○ <i>Idiomatic Interpretation</i></li> <li>○ <i>Layered and Multiple Responsibilities</i></li> </ul>	<p>100 Pts</p>
Total Score	
<p><b>3 Judge:</b> _____</p>	<p>200 Pts</p>

# GE MUSIC



## Analysis / Comparison Placemat

*Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Repertoire Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Program Premise, Concept:** The plan that guides & motivates the music design choices that present opportunities for generating effects that are intellectual, emotional, aesthetic both individually or combined. Credit is given to the effective blend of musical, visual, and programmatic choices which provides a solid vehicle for communication.

**Imagination, Creativity, Originality:** The presentation and resolving unique and fresh music ideas in a program that explores new avenues for creating effect in both writing and performance.

**Variety in Musical Repertoire:** The diversity of the orchestration, environment, stylistic and range of expressive presentation, generating effect through contrast and development.

**Pacing, Continuity, Flow of Musical Ideas:** The planning and range of effects regarding time between events and how developed each music event is. Development into ideas, impacts and resolution are all important aspects to consider. Flow from one idea to the next with good transitional qualities is imperative.

**Blend of Music & Visual, Coordination:** The harmonious presentation and delivery of music AND visual elements that together elevate the program. Consider the visual illustration coupled with the music design for an overall representation that ensures both equally contribute to the overall program with depth & range of the design choices.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application					
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Performance Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Communication of Intent, Mood, Engagement:** The performers' ability to communicate the dramatic intent of musical moments or phrases over time. Establish & maintain a communicative relationship w/ audience.

**Delivery of Expressive Qualities:** The range of musical dynamics and emotion are considered here. This represents the ability of the musicians to communicate a wide range of nuances through their artistic control. Delivery of shaping, contouring, and mood will elevate the level of effectiveness and expressive range of the musical choices.

**Artistic / Musical Believability:** The performers' adherence to musical style and identity with confidence, proficiency, nuance, energy, and professionalism.

**Excellence Related to Effect:** The effectiveness of a planned events being elevated by the student's delivery of balance, blend, and musicality performed at a level of artistic virtuosity that elicits a positive response from the viewer.

**Idiomatic Interpretation:** Using the appropriate artistic style, balance, and blend in a chosen idiom to support the identity of the program or musical phrases.

**Layered and Multiple Responsibilities:** The group's ability to perform all musical and visual elements singularly and simultaneously throughout the show with confidence and poise.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# GE MUSIC 2



## Analysis / Comparison Placemat

Evaluate the **range, variety, and depth** of the effectiveness of all the planned events though time and the student's ability to communicate these events. Analyze the musical elements that contributed in creating an engaging program, the skillful blending of musical/visual elements that together elevate the show, communication of identity and concept, the blending of performance and creativity, and the performer's ability to connect and engage with the audience over time.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

### Repertoire Effectiveness

Score

- *Program Premise, Concept*
- *Imagination, Creativity, Originality*
- *Variety in Musical Repertoire*
- *Pacing, Continuity, Flow of Musical Ideas*
- *Blend of Music & Visual, Coordination*

100 Pts

### Performance Effectiveness

Score

- *Communication of Intent, Mood, Engagement*
- *Delivery of Expressive Qualities*
- *Artistic / Musical Believability*
- *Excellence Related to Effect*
- *Idiomatic Interpretation*
- *Layered and Multiple Responsibilities*

100 Pts

Total Score

③ Judge: \_\_\_\_\_

200 Pts

# GE MUSIC 2



## Analysis / Comparison Placemat

*Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Repertoire Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Program Premise, Concept:** The plan that guides & motivates the music design choices that present opportunities for generating effects that are intellectual, emotional, aesthetic both individually or combined. Credit is given to the effective blend of musical, visual, and programmatic choices which provides a solid vehicle for communication.

**Imagination, Creativity, Originality:** The presentation and resolving unique and fresh music ideas in a program that explores new avenues for creating effect in both writing and performance.

**Variety in Musical Repertoire:** The diversity of the orchestration, environment, stylistic and range of expressive presentation, generating effect through contrast and development.

**Pacing, Continuity, Flow of Musical Ideas:** The planning and range of effects regarding time between events and how developed each music event is. Development into ideas, impacts and resolution are all important aspects to consider. Flow from one idea to the next with good transitional qualities is imperative.

**Blend of Music & Visual, Coordination:** The harmonious presentation and delivery of music AND visual elements that together elevate the program. Consider the visual illustration coupled with the music design for an overall representation that ensures both equally contribute to the overall program with depth & range of the design choices.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application					
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Performance Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Communication of Intent, Mood, Engagement:** The performers' ability to communicate the dramatic intent of musical moments or phrases over time. Establish & maintain a communicative relationship w/ audience.

**Delivery of Expressive Qualities:** The range of musical dynamics and emotion are considered here. This represents the ability of the musicians to communicate a wide range of nuances through their artistic control. Delivery of shaping, contouring, and mood will elevate the level of effectiveness and expressive range of the musical choices.

**Artistic / Musical Believability:** The performers' adherence to musical style and identity with confidence, proficiency, nuance, energy, and professionalism.

**Excellence Related to Effect:** The effectiveness of a planned events being elevated by the student's delivery of balance, blend, and musicality performed at a level of artistic virtuosity that elicits a positive response from the viewer.

**Idiomatic Interpretation:** Using the appropriate artistic style, balance, and blend in a chosen idiom to support the identity of the program or musical phrases.

**Layered and Multiple Responsibilities:** The group's ability to perform all musical and visual elements singularly and simultaneously throughout the show with confidence and poise.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more



Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# GE VISUAL



## Scoring Sheet

Evaluate the **range, variety, and depth** of the effectiveness of all the planned events though time and the student's ability to communicate these events. Analyze the visual elements that contributed in creating an engaging program, the skillful blending of visual/musical elements that together elevate the show, communication of identity and concept, the blending of performance and creativity, and the performer's ability to connect and engage with the audience over time.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

### Repertoire Effectiveness

Score

- *Program Premise, Concept*
- *Imagination, Creativity, Originality*
- *Variety in Visual Repertoire*
- *Pacing, Continuity, Flow of Visual Ideas*
- *Blend of Visual & Music, Coordination*

100 Pts

### Performance Effectiveness

Score

- *Communication of Intent, Mood, Engagement*
- *Delivery of Expressive Qualities*
- *Artistic / Physical Believability*
- *Excellence Related to Effect*
- *Idiomatic Interpretation*
- *Layered and Multiple Responsibilities*

100 Pts

Total Score

4 Judge: \_\_\_\_\_

200 Pts

# GE VISUAL



## Analysis / Comparison Placemat

*Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Repertoire Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Program Premise, Concept:** The plan that guides and motivates the visual design choices that present opportunities for generating effects that are intellectual, emotional, aesthetic both individually or combined. Credit is given to the effective blend of visual, musical, and programmatic choices which provides a solid vehicle for communication.

**Imagination, Creativity, Originality:** The presentation and resolving unique and fresh visual ideas in a program that explores new avenues for creating effect in both writing and performance through use of movement, form, and color.

**Variety in Visual Repertoire:** The diversity of the visual orchestration, environment, stylistic and expressive presentation, generating effect through variety, contrast and development of visual ideas.

**Pacing, Continuity, Flow:** The planning of effects regarding time between events and how developed each event is. Development into ideas, impact and resolution are all important aspects to consider. Flow from one idea to the next with good developmental and transitional qualities is imperative.

**Blend of Visual & Music, Coordination:** The harmonious presentation and delivery of visual AND musical elements that together elevate the program. Consider the visual illustration coupled with the music design for an overall representation that ensures both equally contribute to the overall program with depth & range of the design choices.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5	
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application	
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.
<i>Sub-Caption Score</i>	30	40 49	50 60	69	70 80	89	90	95 100

## Performance Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Communication of Intent, Mood, Engagement:** The performers' ability to communicate the dramatic intent of a visual moments or phrases over time. Establish & maintain a communicative relationship w/ audience.

**Delivery of Expressive Qualities:** The range of visual dynamics is considered here. This represents the ability of the performers to communicate a wide range of nuances through their artistic control. Delivery of shaping, contouring, and control of mood will elevate the level of visual effectiveness.

**Artistic / Physical Believability:** The performers' adherence to visual identity, character & role with confidence and energy.

**Excellence Related to Effect:** The effectiveness of a planned event being elevated just by the student's visual delivery of style, detail, nuance, and training enabling them to perform visually at a level of artistic virtuosity.

**Idiomatic Interpretation:** Using the appropriate artistic style and visual techniques in a chosen idiom to support the identity of the program or visual phrases.

**Layered and Multiple Responsibilities:** The group's ability to perform all visual and musical elements singularly and simultaneously throughout the show with confidence and poise.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# GE VISUAL 2



## Scoring Sheet

Evaluate the **range, variety, and depth** of the effectiveness of all the planned events though time and the student's ability to communicate these events. Analyze the visual elements that contributed in creating an engaging program, the skillful blending of visual/musical elements that together elevate the show, communication of identity and concept, the blending of performance and creativity, and the performer's ability to connect and engage with the audience over time.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

### Repertoire Effectiveness

Score

- *Program Premise, Concept*
- *Imagination, Creativity, Originality*
- *Variety in Visual Repertoire*
- *Pacing, Continuity, Flow of Visual Ideas*
- *Blend of Visual & Music, Coordination*

100 Pts

### Performance Effectiveness

Score

- *Communication of Intent, Mood, Engagement*
- *Delivery of Expressive Qualities*
- *Artistic / Physical Believability*
- *Excellence Related to Effect*
- *Idiomatic Interpretation*
- *Layered and Multiple Responsibilities*

100 Pts

Total Score

4 Judge: \_\_\_\_\_

200 Pts



# GE VISUAL 2

## Analysis / Comparison Placemat

*Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Repertoire Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Program Premise, Concept:** The plan that guides and motivates the visual design choices that present opportunities for generating effects that are intellectual, emotional, aesthetic both individually or combined. Credit is given to the effective blend of visual, musical, and programmatic choices which provides a solid vehicle for communication.

**Imagination, Creativity, Originality:** The presentation and resolving unique and fresh visual ideas in a program that explores new avenues for creating effect in both writing and performance through use of movement, form, and color.

**Variety in Visual Repertoire:** The diversity of the visual orchestration, environment, stylistic and expressive presentation, generating effect through variety, contrast and development of visual ideas.

**Pacing, Continuity, Flow:** The planning of effects regarding time between events and how developed each event is. Development into ideas, impact and resolution are all important aspects to consider. Flow from one idea to the next with good developmental and transitional qualities is imperative.

**Blend of Visual & Music, Coordination:** The harmonious presentation and delivery of visual AND musical elements that together elevate the program. Consider the visual illustration coupled with the music design for an overall representation that ensures both equally contribute to the overall program with depth & range of the design choices.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences Not Used	"Infrequent" Discovering Some of Time    Most of Time		"Sometimes" Knows Some of Time    Most of Time		"Frequently" Understand Some of Time    Most of Time		"Consistent" Application All the Time    Sets New Std.					
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Performance Effectiveness

**Who had the greater understanding / achievement as it relates to...**

**Communication of Intent, Mood, Engagement:** The performers' ability to communicate the dramatic intent of a visual moments or phrases over time. Establish & maintain a communicative relationship w/ audience.

**Delivery of Expressive Qualities:** The range of visual dynamics is considered here. This represents the ability of the performers to communicate a wide range of nuances through their artistic control. Delivery of shaping, contouring, and control of mood will elevate the level of visual effectiveness.

**Artistic / Physical Believability:** The performers' adherence to visual identity, character & role with confidence and energy.

**Excellence Related to Effect:** The effectiveness of a planned event being elevated just by the student's visual delivery of style, detail, nuance, and training enabling them to perform visually at a level of artistic virtuosity.

**Idiomatic Interpretation:** Using the appropriate artistic style and visual techniques in a chosen idiom to support the identity of the program or visual phrases.

**Layered and Multiple Responsibilities:** The group's ability to perform all visual and musical elements singularly and simultaneously throughout the show with confidence and poise.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# ENSEMBLE VISUAL



## Scoring Sheet

Evaluate the **range, variety, and depth** of visual orchestration and the delivery of the performers as an ensemble. The judge will determine if achievement and demonstrated training supports the responsibilities presented.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Composition	Score
<ul style="list-style-type: none"> <li>○ <i>Visual Design / Compositional Elements</i></li> <li>○ <i>Quality of Visual Orchestration Through Time</i></li> <li>○ <i>Range of Expressive Components</i></li> <li>○ <i>Variety of Design Choices</i></li> <li>○ <i>Reflection of the Musical Structure</i></li> <li>○ <i>Unity</i></li> </ul>	100 Pts
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Precision, Timing and Control</i></li> <li>○ <i>Orientation and Spacing</i></li> <li>○ <i>Style Uniformity and Interpretation</i></li> <li>○ <i>Training, Nuance, and Detail</i></li> <li>○ <i>Visual Musicality</i></li> <li>○ <i>Layered and Multiple Responsibilities</i></li> </ul>	100 Pts
Total Score	
5 Judge: _____	200 Pts

# ENSEMBLE VISUAL

## Analysis / Comparison Placemat

*Training and compatibility of the range of presented challenges versus the required skills of the performer shall be evident and considered in scoring. Please consider environmental, listening, and physical responsibilities in the assessment of the ensemble.*

## Composition

**Who had the greater understanding / achievement as it relates to...**

**Visual Design / Compositional Elements:** The purposeful use of design elements and principles within the composition and orchestration process. Composition includes use of line, shape, value, form, texture, space and color and orchestration includes elements of contrast, movement, emphasis, and balance.

**Quality of Visual Orchestration Through Time:** The logical progression of ideas horizontally (conceptualization) as well as the layered or combination of design options vertically (characteristics).

**Range of Expressive Components:** Variety of layered responsibilities with expression reflected through idiomatic interpretation and style. Includes qualities of the designed characteristics such as personality, identity and character.

**Variety of Design Choices:** The diversity of artistic efforts, providing contrast while still adhering to the plan, function, time, and unity within the program.

**Reflection of the Musical Structure:** The degree to which the visual design enhances, interprets & reflects the music.

**Unity:** The purposeful agreement of all design elements that brings a level of totality and harmony to the program.

BOX 1	BOX 2		BOX 3			BOX 4		BOX 5				
"Rarely" Experiences Not Used	"Infrequent" Discovering Some of Time    Most of Time		"Sometimes" Knows Some of Time    Most of Time			"Frequently" Understand Some of Time    Most of Time		"Consistent" Application All the Time    Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Achievement

**Who had the greater understanding / achievement as it relates to...**

**Precision, Timing and Control:** The precise display of any unison timing effort that is intended to be done uniformly, as well as the group's ability to maintain accuracy, clarity, & control with respect to space, time, and line.

**Orientation and Spacing:** The ability of the ensemble to control direction, spatial relationships, and position for the visual composition.

**Style Uniformity and Interpretation:** The groups' ability to convey the chosen style in an accurate and believable manner. Adherence to personality, character, role, and identity is essential.

**Training, Nuance, and Detail:** The recognition of the group's training and technique, as well as attention to the subtleties that elevate the production quality.

**Visual Musicality:** The accuracy and delivery expressive qualities of space, time, weight, time and flow through the performers stylistic interpretation, nuance, and confidence of delivery of body, form and equipment.

**Layered and Multiple Responsibilities:** The group's ability to perform all of the musical and visual elements singularly and simultaneously throughout the show with confidence and poise.

## Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# INDIVIDUAL VISUAL



## Scoring Sheet

Evaluate the **range, variety, and depth** of visual responsibilities given to the performers. The performers should demonstrate achievement in delivery of body, form and equipment. The judge will determine if achievement and demonstrated training supports the responsibilities presented. Representative sampling of all sections of the band will be evaluated.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Content	Score
<ul style="list-style-type: none"> <li>○ <i>Depth of Body, Equipment, and Form</i></li> <li>○ <i>Changes in Tempo, Meter &amp; Pulse</i></li> <li>○ <i>Variety of Techniques and Defined Style</i></li> <li>○ <i>Use of Line, Space, and Orientation</i></li> <li>○ <i>Shaping and Expression</i></li> <li>○ <i>Simultaneous Responsibilities</i></li> </ul>	100 Pts
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Delivery of Body, Equipment, and Form</i></li> <li>○ <i>Control of Tempo, Meter and Pulse</i></li> <li>○ <i>Precision of Style, Uniformity and Method</i></li> <li>○ <i>Clarity of Space, Line, Interval, Distance, and Orientation</i></li> <li>○ <i>Delivery of Expressive Qualities</i></li> <li>○ <i>Training and Recovery</i></li> </ul>	100 Pts
Total Score	
<b>6 Judge:</b> _____	200 Pts

# INDIVIDUAL VISUAL



## Analysis / Comparison Placemat

*Training & compatibility of the presented challenges versus the required skills of the performer shall be evident & considered in scoring. Please consider environmental, listening, and physical responsibilities in the visual assessment. A representative sampling all voices of winds, percussion, and guard in multiple directions and orientations during the performance should be evaluated.*

## Content

### Who had the greater understanding / achievement as it relates to...

**Depth of Body, Equipment, and Form:** Range and variety of layering movement, motion, and equipment vocabulary in unison and displaced through time that challenges the performers.

**Changes in Tempo, Meter and Pulse:** Program displays various meter, pulse and tempo challenges to the performers as well as any rhythmic variations.

**Variety of Techniques and Defined Style:** Choreography encompasses various marching, body techniques, approaches, and methods that supports the designed style and identity.

**Use of Space, Line, and Orientation:** Use of layered responsibilities in presenting the performers in different orientations individually and in small groups utilizing line, shape, form, body sculpting, etc.

**Shaping and Expression:** Enhances the musical structure through its inclusion of dynamic ranges of space, time, weight, and flow to provide shaping and contouring.

**Simultaneous Responsibilities:** Performers are challenged to demonstrate multiple or layered responsibilities of playing, moving through forms, manipulating body position, and listening / responding to others.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application					
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Achievement

### Who had the greater understanding / achievement individually and in small groups as it relates to...

**Delivery of Body, Equipment, and Form:** The definition and accuracy of how the ensemble delivers their responsibilities of body, form, and equipment.

**Control of Tempo, Meter and Pulse:** Accurate display of meter, pulse, and timing at all tempi and tempo changes as demonstrated through body and equipment manipulation and training.

**Precision of Style, Uniformity and Method:** Detail and method of presenting the visual vocabulary with the appropriate style, identity, and confidence.

**Clarity of Space, Line, Interval, Distance, and Orientation:** The ability to control direction, spatial relationships, body orientation, dress, cover and orientation with detail and clarity.

**Delivery of Expressive Qualities:** The accuracy and delivery expressive qualities of space, weight, time and flow through the performers stylistic interpretation, nuance, and confidence of delivery.

**Training and Recovery:** Displaying training is compatible for the design & recovery happens for any breaks or flaws.

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more



Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# PERCUSSION



## Scoring Sheet

Percussion is to be considered in terms of performance and effect as its own entity and as it relates to the overall musical ensemble. This caption is independently scored, not factored into the band's total score, and should be specific to the competence of all percussive components presented in the performance.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Content	Score
<ul style="list-style-type: none"> <li>○ <i>Depth and Range of Music Vocabulary</i></li> <li>○ <i>Depth and Range of Technical &amp; Musical Skills</i></li> <li>○ <i>Simultaneous Responsibilities</i></li> <li>○ <i>Musical, Physical, &amp; Environmental Challenges</i></li> </ul>	<p style="text-align: right;">100 Pts</p>
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Clarity of Rhythmic Articulation</i></li> <li>○ <i>Balance and Blend</i></li> <li>○ <i>Expressiveness and Musicianship</i></li> <li>○ <i>Uniformity of Chosen Style / Interpretation</i></li> <li>○ <i>Precision of Content w/ Respect to Challenge</i></li> </ul>	<p style="text-align: right;">100 Pts</p>
Total Score	
<p>7 Judge: _____</p>	
<p style="text-align: right;">200 Pts</p>	

# PERCUSSION



## Analysis / Comparison Placemat

Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring.

### Content

Who had the greater understanding / achievement as it relates to...

**Depth and Range of Music Vocabulary:** The breadth and depth of individual and shared responsibilities related to the musical vocabulary.

**Depth and Range of Technical & Musical Skills:** The demonstration of the depth and range of technical and musical skills including dynamics, phrasing, and contouring.

**Simultaneous Responsibilities:** The degree the performers are asked to demonstrate simultaneous or layered responsibilities of playing an instrument, moving in and through forms, listening and responding to others, and manipulating body position.

**Musical, Physical and Environmental Challenges:** The range of musical, physical, and environmental challenges presented to the performers.

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
"Rarely" Experiences	"Infrequent" Discovering			"Sometimes" Knows			"Frequently" Understand			"Consistent" Application		
Not Used	Some of Time	Most of Time		Some of Time	Most of Time		Some of Time	Most of Time		All the Time	Sets New Std.	
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

### Achievement

Who had the greater understanding / achievement as it relates to...

**Clarity of Rhythmic Articulation:** The performers ability to consistently demonstrate clarity of rhythmic articulations. This includes overall technical proficiency with stick and mallet control, note accuracy for keyboards and other pitched instruments, and tempo/pulse control

**Balance and Blend:** The performers ability to demonstrate and achieve consistency in balance, blend, and timbre within the percussion voicings as well as the entire musical production.

**Expressiveness and Musicianship:** The performers consistent delivery of expressive qualities and musicianship throughout the presentation. Shaping and phrasing are key components here.

**Uniformity of Chosen Style / Interpretation:** The achievement of performing with a uniformity and clarity of style, idiomatic interpretation, and articulation consistently.

**Precision of Content w/ Respect to Challenge:** The consideration of all the challenges layered on the performers and their ability to demonstrate musicality, precision, and accuracy of their performance. Consideration of musical, physical, and environmental challenges will be evaluated.

**Comparison Note:** Consider how each of the above factors, collectively and individually, compare to each and all other units in the competition?

### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# COLOR GUARD



## Scoring Sheet

Evaluate the content of the design as well as the ability of the performance excellence to communicate the design. Color Guard program content and achievement are to be considered both as its own entity and as it relates to the overall musical ensemble. This caption is independently scored, not factored into the overall score, and should be specific to the competencies of all the visual auxiliary components presented.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Content	Score
<ul style="list-style-type: none"> <li>○ <i>Musicality / Variety</i></li> <li>○ <i>Use of Body, Form, and Equipment</i></li> <li>○ <i>Program Integration</i></li> <li>○ <i>Compatibility to Performer's Level of Training</i></li> <li>○ <i>Enhancement of Overall Musical/Visual Program</i></li> </ul>	<p>100 Pts</p>
Achievement	Score
<ul style="list-style-type: none"> <li>○ <i>Timing, Articulation, Precision</i></li> <li>○ <i>Position</i></li> <li>○ <i>Method, Expressive Qualities Demonstrated</i></li> <li>○ <i>Clarity of Style and Role</i></li> <li>○ <i>Demonstration of Technique / Training</i></li> </ul>	<p>100 Pts</p>
Total Score	
<p>200 Pts</p>	

8 Judge: \_\_\_\_\_



# COLOR GUARD

## Analysis / Comparison Placemat

*Training and compatibility of the presented challenges versus the required skills of the performer shall be evident and considered in scoring. Evaluate all auxiliary components presented (including but not limited to dance, baton, or other props/theatrical contributions manipulated).*

### Content

**Who had the greater understanding / achievement as it relates to...**

**Musicality / Variety:** The variety in developing, presenting and resolving moments throughout the show supporting the total design. Form, body and equipment are incorporated that reflects the musical structure. Ideas must support each other, have a designed flow, and establish highs, lows, and definitive climactic moments of emotional impact.

**Use of Body, Form, and Equipment:** Staging that best presents the music regarding placement of both static and in motion. Coordination and unity among visual and musical components is expected

**Program Integration:** How the idea(s) within, and development of, the program concept and construction carry through the entire production. Musical construction is interpreted and enhanced through the visual design. Proper placement of the auxiliary members regarding the other band members is crucial. Ensure the performers have an awareness of the space around other performers, their kinesphere, the pathways their equipment and body will follow and the area in which equipment patterns can be created and executed.

**Compatibility to Performer's Level of Training:** Value the ability of the designers to properly create choreographic content that is compatible with the skill and training level of the performers.

**Enhancement of Overall Musical & Visual Program:** The creativity, originality and imagination in the use of something fresh and new or of familiar content or combinations of content as developed, blended and implemented in a new way that enhances the music and visual program. Content provides visual support to the music in regards to shaping and contouring.

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application					
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

### Achievement

**Who had the greater understanding / achievement as it relates to...**

**Timing, Articulation, Precision:** Timing as related to the interaction or involvement of the various pieces of equipment. Consideration includes initiation of skills, speed of skill (tempo), completion of skill, phrase length, and phrase sharing (with body or another piece of equipment).

**Position:** Beginning and completing a skill from a uniform position and control of position within a phrase. Consider hand position on equipment, uniformity of fixed or carry positions, and the pitch of equipment in spins and tosses. Include the relationship of the body to equipment in skills as wraps or manipulating the equipment with other body parts than just hands. Value the relationship of the body in equipment presentation or exchanges.

**Method, Expressive Qualities Demonstrated:** The performer must define and achieve each individual aspect of detail and expressive range involved in any skill or effort.

**Clarity of Style and Role:** The engagement & consistent portrayal of style transforms the design into a vehicle of meaning & personal importance that is at the essence of experiencing art. No one style has preference over another.

**Demonstration of Technique / Training:** The ability to properly manipulate equipment with body and form responsibilities with consistent technique. Credit the dynamic range of efforts that exists. The gradations within these efforts and the combination of these efforts that increase dynamic range. Efforts include space, time weight and flow.

#### Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: Choose an item.

# DRUM MAJOR



## Scoring Sheet

This caption is independently scored, not factored into the band's total score, and should be specific to the demonstration of skill, technique, and leadership components.

*Diversity in styles is encouraged with all choices having an equal scoring success in this system.*

Conducting	Score
<ul style="list-style-type: none"> <li>○ <i>Meter Definition</i></li> <li>○ <i>Pattern Consistency</i></li> <li>○ <i>Control of Time and Tempo</i></li> <li>○ <i>Cues / Musicianship / Dynamics Phrasing</i></li> </ul>	<p>100 Pts</p>
Presence / Leadership	Score
<ul style="list-style-type: none"> <li>○ <i>Physical Projection and Confidence</i></li> <li>○ <i>Posture, Presence, and Style</i></li> <li>○ <i>Overall Leadership Displayed</i></li> <li>○ <i>Salute / Showmanship / Appearance</i></li> <li>○ <i>Delivery of Conducting Skill / Timing</i></li> </ul>	<p>100 Pts</p>
Total Score	
<p>9 Judge: _____</p>	<p>200 Pts</p>

# DRUM MAJOR



## Analysis / Comparison Placemat

*Training needs to be evident and compatible with the skills required and challenges presented to the Drum Major. Consider the projected control of the performing ensemble, including the introductory salute, music initiation commands (audible or visual), and the overall leadership qualities displayed.*

## Conducting

**Who had the greater understanding / achievement as it relates to...**

**Meter Definition:** The clarity of meter being conducted and noting the variety of meters utilized within the program.

**Pattern Consistency:** The clear expression and articulation of pattern while conducting.

**Control of Time and Tempo:** The projected control of the ensemble through maintaining consistent timing and tempo through the entire show.

**Cues, Musicianship, and Dynamic Phrasing:** The demonstration of performing various musical cues, shaping of the conducting style along with the music, and overall musicality displayed. Subtle or overt motion and innuendo to help instill musical confidence in the ensemble

**Consider the style, consistency, and understanding of the musical program, and the ability of the field conductor(s) to work uniformly to effectively control the overall presentation.**

BOX 1	BOX 2		BOX 3		BOX 4		BOX 5					
"Rarely" Experiences	"Infrequent" Discovering		"Sometimes" Knows		"Frequently" Understand		"Consistent" Application					
Not Used	Some of Time	Most of Time	Some of Time	Most of Time	Some of Time	Most of Time	All the Time	Sets New Std.				
<i>Sub-Caption Score</i>	30	40	49	50	60	69	70	80	89	90	95	100

## Presence / Leadership

**Who had the greater understanding / achievement as it relates to...**

**Physical Projection and Confidence:** The demonstration of clear body carriage, posture and verbal commands.

**Posture, Presence & Style:** The ability to maintain a consistent style, presence and poise throughout the entire show.

**Overall Leadership Displayed:** The projected control of the ensemble

**Salute, Showmanship, and Appearance:** The execution of an introductory salute to the audience and overall professionalism of appearance.

**Delivery of Conducting Skill and Timing:** The ability to deliver the conducting style to the band and being able to adjust to situations and conditions such as phasing, echo, etc.

**Evaluate image projected to the audience. Includes body carriage and projection of style, ability to control the overall presentation, and including the ability to recover from error while maintaining the integrity of the presentation.**

## Sub-Caption Spread Guidelines

Groups are Comparable	Differences are Minor	Differences are Moderate	Differences are Significant
1% to 2% points	3% to 4% points	5% - 7% points	8% points or more

Band: Click or tap here to enter text.  
 Contest: Click or tap here to enter text.  
 Group: Click or tap here to enter text.  
 Judge: -

# TIMING/PENALTIES



## Scoring Sheet

The T&P judge is located on the field. He/she is free to move about the field. He/she judges the entire show from beginning to end and uses this sheet and VMBC rules for comments regarding all timing and penalty considerations of the show.

Timing	Penalty
<ul style="list-style-type: none"> <li>○ <b>PERFORMANCE TIMING</b> (Minimum of 5 min and max of 11 min show time)            Timing begins w/ first note following introduction/salute &amp; ends w/ last note or last step taken  <b>Show Start Time:</b> _____ <b>Show Stop Time:</b> _____  <b>Show Total Time:</b> _____ <b>x 0.1 for Every 3 Seconds Under/Over Time</b></li> </ul>	
<ul style="list-style-type: none"> <li>○ <b>INTERVAL TIMING</b> (15 minutes for field entry, warm-up, performance and field exit)  <b>Interval Start Time:</b> _____ <b>Interval Stop Time:</b> _____  <b>Interval Total Time:</b> _____ <b>x 0.1 for Every 3 Seconds Over Time</b></li> </ul>	Penalty (if any)
<ul style="list-style-type: none"> <li>○ <b>DELAY OF CONTEST</b>  <b>Delay in (Minutes):</b> _____ <b>x 0.5 for Every 1 Minute of Delay</b></li> </ul>	Penalty (if any)
Penalties	Penalty
<ul style="list-style-type: none"> <li>○ <b>Performer Violation</b>            No adults can actively participate during a band's performance in anyway. (i.e. live music, sound effects, movable props/backdrops, etc.) <b>3 pt. penalty for 1 or more infractions &amp; up to DQ</b></li> </ul>	Penalty (if any)
<ul style="list-style-type: none"> <li>○ <b>Electronics Violation</b>            All music from traditional wind, percussion, string or electronic instruments must be performed by a student(s) live and in real time. <b>3 pt. penalty for 1 or more infractions &amp; up to DQ</b></li> </ul>	Penalty (if any)
<ul style="list-style-type: none"> <li>○ <b>Other Violations (Safety, Hazardous Materials, Equipment, Conduct, Copyright)</b>            Desc. of Violation _____  <b>Discretion of Chief Judge / Contest Director up to DQ</b></li> </ul>	Penalty (if any)
Total Penalties	
Penalty Pts.	

10 Judge: \_\_\_\_\_