

MUSIC EFFECT

A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2 EMERGING FUNDAMENTAL			BOX 3 ESTABLISHED FUNDAMENTAL			BOX 4 EMERGING INTERMEDIATE			BOX 5 ESTABLISHED INTERMEDIATE		
	50-54	55-59	60-64	65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL

SAMPLE ALL ELEMENTS OF THE BAND

PROGRAM EFFECT

Whose PROGRAM offered the greater:

- **ENTERTAINMENT / APPEAL:** *The level of entertainment and appeal generated by the overall program.*
- **PACING AND CONTOURING OF MUSICAL EFFECTS:** *The degree to which the pacing, shaping, and contouring of the musical effects engage the audience over time—including (but not limited to) both when they happen and at what intensity level; dynamic variety and gradations; developments; impacts; resolutions; and the manipulation of tension and release.*
- **COORDINATION OF MUSICAL AND VISUAL ELEMENTS:** *The degree to which all of the designed elements are coordinated (including both musical to musical and visual to musical) to achieve and enhance the programmed aesthetic, intellectual, and emotional effects.*
- **RANGE AND VARIETY OF EFFECTS:** *The range and variety of aesthetic, intellectual, and emotional effects—including (but not limited to) instrumental colors; musical mood; dynamics; expressive qualities; and the generation/release of tension; intensity; surprise; and excitement.*

SUB-CAPTION
SCORE
100

PERFORMER EFFECT

Whose PERFORMERS achieved the better:

- **SHOWMANSHIP / COMMUNICATION / AUDIENCE ENGAGEMENT:** *The degree to which the ability to engage the audience through showmanship skills—including (but not limited to) connection; communication; and emotional intensity—is developed and achieved.*
- **ACHIEVEMENT OF EXPRESSIVE CONTOURS AND QUALITIES:** *The degree to which the ability to deliver the expressive contours and qualities in the program—including (but not limited to) tension and release; developments, impacts, and resolutions; moods; and intensities—is developed and achieved.*
- **ACHIEVEMENT OF PLANNED EFFECTS:** *The degree to which the ability to deliver the range and variety of the planned effects in the program—including (but not limited to) sufficient intensity, expression, excellence, and precision—is developed and achieved.*

SUB-CAPTION
SCORE
100

STYLISTIC DIVERSITY IS ENCOURAGED AND ALL STYLISTIC CHOICES HAVE EQUAL OPPORTUNITY FOR SUCCESS.

The points of comparison listed above collectively represent a balanced assessment of the caption and are not intended to be in priority order.

Achievement should be recognized and rewarded through the balanced consideration of ALL aspects of BOTH sub-captions!

Measure the degree of success and achievement along the continuum and then compare to determine:

Who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).

TOTAL
MAX
SCORE
200

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+

(SAMPLE ALL ELEMENTS OF THE BAND)

BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON A CLASS	BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	50-54 SOME	55-59 MOST	60-64 ALMOST ALL	65-69 SOME	70-74 MOST	75-79 ALMOST ALL		80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST	99-100 ALMOST ALL
Fundamental offerings are not present.	Fundamental, basic skills & qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast & few gradations.						PROGRAM EFFECT	Skills & qualities offer some complexity & dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts & some gradations. Slight to moderate layering of efforts.					
	Very basic due to the narrow range & variety of effects offered.						ENTERTAINMENT / APPEAL	Musical selections, dynamic, stylistic & expressive variety create an enjoyable program.					
	Emerging rudimentary levels vary over time.			Established fundamental levels are moderate & may vary over time.				Emerging intermediate levels are moderate & may vary over time.			Established intermediate levels are good & may vary slightly over time.		
	Simple musical effects & basic contrast—often irregularly paced.						PACING & CONTOURING OF MUSICAL EFFECTS	Clear impact points & contrasts, moderately paced & contoured.					
	Emerging pacing fundamentals offer very basic contrasts to achieve moments of rudimentary effect.			Established pacing fundamentals offer basic contrasts & impact points to achieve some basic effects.				Emerging intermediate pacing offers moderate contrasts, impacts & some dynamic shaping to achieve clear effects & basic contour over time.			Established intermediate pacing offers moderate variety of contrasts, impacts & contouring of dynamics & intensities to achieve moderate contour over time.		
	Simple coordination of musical elements. Beginning understanding of staging & complimentary visual effects						COORDINATION OF MUSICAL & VISUAL ELEMENTS	Good coordination of musical elements. Staging of instruments often enhances the musical presentation. Visual effects sometimes enhance the music.					
	Fundamental offerings are often presented singly. Basic coordination between musical elements sometimes achieves rudimentary effectiveness.			Fundamental offerings show basic coordination between musical elements & occasionally include a visual aspect to achieve basic effectiveness.				Emerging intermediate coordination involves important musical elements along with some visual aspects for moderate intermediate effect.					
	Simple musical effects—often very similar.						RANGE & VARIETY OF EFFECTS	Moderate to good range & variety of effects impact at aesthetic &/or emotional levels.					
	Fundamental offerings offer nascent effect in isolated moments.			Moderate variety of fundamental effects over time.				Moderate range &/or variety of intermediate effects over time.			Good range & variety of intermediate effects over time.		
A foundation for fundamental achievement is not present.	Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble & the individual’s basic role within the ensemble. Achievement may vary between responsibilities, sections & over time.						PERFORMER EFFECT	Moderate individual skill, strength & stamina emerging from a good technical foundation & a broader range & variety of responsibilities. Moderate to good ensemble awareness & individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections & over time.					
	There may be a beginning understanding of style although performers are just learning how to communicate effectively.						SHOWMANSHIP / COMMUNICATION / AUDIENCE ENGAGEMENT	Greater understanding of communication & role is evident but may be inconsistent or one dimensional.					
	Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of fundamental skills engages at a nascent level.				Moderate achievement of an intermediate range of skills engages at a moderate level but may vary.			Good achievement of an intermediate range of skills engages at a good level but may vary.		
	An understanding of effects & impacts is emerging but there is flat approach to expression & dynamics.						ACHIEVEMENT OF EXPRESSIVE CONTOURS & QUALITIES	Performers understand & have some success in achieving many of the written expressive/dynamic contours. Stylistic performance is mostly successful.					
	Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of fundamental skills is established but may vary.				Moderate achievement of intermediate contours & qualities is established but may vary.			Good achievement of intermediate contours & qualities is established but may vary.		
	Effects are often hampered by lack of training, stamina, or technique.						ACHIEVEMENT OF PLANNED EFFECTS	Performers understand planned musical effects (aesthetic &/or emotional) & have some success in achieving them.					
Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of a fundamental range of effects is established but may vary.			Moderate achievement of an intermediate range of effects is emerging but may vary.			Good achievement of an intermediate range of effects is established but may vary.				