



# ENSEMBLE MUSIC

## REGIONAL A CLASS

### INTRODUCTORY TO FUNDAMENTAL SKILLS



BOX 3			BOX 4			BOX 5		
DISCOVERING INTRODUCTORY			EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL		
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

(SAMPLE ACROSS ALL MUSICAL ELEMENTS OF THE ENSEMBLE)

## CONTENT

Whose **CONTENT** offered the greater:

- **RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES:** *The range, variety & compatibility of class-appropriate technical responsibilities across all elements of the ensemble—including (but not limited to) tempi; rhythms; meters; attacks/releases; articulation; enunciation & intervallic responsibilities; staging orientations & environments related to time & pitch.*
- **RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES:** *The range, variety & compatibility of class-appropriate dynamic & expressive responsibilities across all elements of the ensemble—including (but not limited to) shaping; inflection; phrasing & expression.*
- **QUALITY OF THE ORCHESTRATION:** *The compatibility & quality of orchestration choices as appropriate for the ensemble—including (but not limited to) class-appropriate voicing; phrasing; dynamic contouring; shaping; inflection; tonality & idiomatic integrity.*

SUB-CAPTION  
SCORE  
100

## ACHIEVEMENT

Whose **PERFORMERS** achieved the better:

- **ENSEMBLE COHESIVENESS & RHYTHMIC CLARITY:** *The degree to which the ability to establish & maintain ensemble tempo/pulse control & rhythmic accuracy/stability—both vertically & horizontally—is developed & achieved across all elements of the musical ensemble.*
- **BLEND, BALANCE & DYNAMIC CONTROL:** *Considering all dynamic ranges, the degree to the ability to control dynamics, blend & balance is developed & achieved across & between all elements of the ensemble.*
- **TONE QUALITY & INTONATION:** *The degree to which class-appropriate tone quality & intonation is developed & achieved across all elements of the musical ensemble. This includes (but is not limited to) quality & consistency of sound & tone production; sonority & timbre; melodic & harmonic intonation.*
- **MUSICIANSHIP & ARTISTRY:** *The degree to which class-appropriate knowledge, skill & artistic sensitivity in performing all aspects & qualities of the musical content is developed & achieved across the entire musical ensemble. This includes (but is not limited to) phrasing, expression & style.*

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+



REGIONAL A CLASS  
**ENSEMBLE MUSIC**  
(SAMPLE ACROSS ALL MUSICAL ELEMENTS OF THE ENSEMBLE)



BOX 3			POINTS OF COMPARISON  <b>REGIONAL A CLASS</b>	BOX 4			BOX 5		
DISCOVERING INTRODUCTORY				EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL		
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
<i>The most entry-level skills and qualities that allow the performers to discover a positive emerging competitive experience.</i>			CONTENT	<i>Fundamental, basic skills &amp; qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast &amp; few gradations.</i>					
<i>Simple rhythms are introduced.</i>			RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES	<i>Basic rhythms &amp; simple meters. Limited musical range; scalar passages. Limited variety in articulation, style &amp; tempo.</i>					
Minimal variety across the most basic range of foundational responsibilities.				Moderate variety across a very basic range of fundamental responsibilities, with probable <b>uneven</b> distribution between sections.			Good range &/or variety of <b>fundamental</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.		
<i>Simple phrasing &amp; dynamics are introduced.</i>			RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES	<i>The most fundamental expressive offerings with very basic phrasing, little variety in dynamics &amp; minimal shaping</i>					
Minimal variety across the most basic range of foundational responsibilities.				Moderate variety across a very basic range of fundamental responsibilities, with probable <b>uneven</b> distribution between sections.			Good range &/or variety of <b>fundamental</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.		
<i>Orchestration reflects &amp; facilitates the most foundational skill development &amp; instrumentation.</i>			QUALITY OF THE ORCHESTRATION	<i>Orchestration shows basic consideration of the skill development &amp; instrumentation of many elements in the ensemble with simple phrasing &amp; basic style.</i>					
Compatibility allows for the <b>discovery</b> of the most <b>basic</b> skills.				Emerging & somewhat compatible orchestration of very <b>basic</b> components.			Established & <b>mostly compatible</b> orchestration of <b>basic</b> components.		
<i>The discovery of the most entry-level achievement principles and skills that serve as a foundation for future growth.</i>			ACHIEVEMENT	<i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble &amp; the individual’s basic role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
<i>The performers are discovering foundational rhythmic and listening skills.</i>			ENSEMBLE COHESIVENESS & RHYTHMIC CLARITY	<i>Matching of technique is occasionally evident – articulations vary, note lengths are inconsistent. There may be issues with timing left to right &amp; front to back. The most fundamental physical responsibilities may diminish the musical excellence.</i>					
Basic achievement of <b>foundational</b> skills is emerging.				Basic achievement of <b>fundamental</b> skills is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> skills is established but <b>may vary</b> .		
<i>The performers are discovering foundational listening &amp; dynamic control.</i>			BLEND, BALANCE & DYNAMIC CONTROL	<i>Individual players &amp; voices/sections may stick out of the sound, unaware of their musical roles within the ensemble.</i>					
Basic achievement of <b>foundational</b> skills is emerging.				Basic achievement of <b>fundamental</b> balance is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> balance is established but <b>may vary</b> .		
<i>The performers are discovering foundational sound &amp; tone production skills.</i>			TONE QUALITY & INTONATION	<i>There is a beginning understanding of tone quality—it may be unfocused or spread. Intonation may be inconsistent.</i>					
Basic achievement of <b>foundational</b> skills is emerging.				Basic achievement of <b>fundamental</b> skills is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> skills is established but <b>may vary</b> .		
<i>The performers are discovering the most foundational musicianship skills.</i>			MUSICIANSHIP & ARTISTRY	<i>There is a beginning understanding of style.</i>					
Basic achievement of <b>foundational</b> skills is emerging.				Basic achievement of <b>fundamental</b> skills is emerging; the foundation for further growth may be <b>unstable</b> .			Moderate achievement of <b>fundamental</b> skills is established but <b>may vary</b> .		