



# MUSIC EFFECT

## OPEN CLASS: INTERMEDIATE TO ADVANCED SKILLS



BOX 1 VOID OF INTERMEDIATE 0 – 49	BOX 2 EMERGING INTERMEDIATE			BOX 3 ESTABLISHED INTERMEDIATE			BOX 4 EMERGING ADVANCED			BOX 5 ESTABLISHED ADVANCED		
	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, VARIETY, AND DEPTH OF EFFECTS:** *The range, variety, and depth 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.*
- **CREATIVITY:** *The level of creativity and imagination displayed in the exploration, usage, and integration of effective ideas, components, qualities, and design.*

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 AND DRAMATIC CONTOURS QUALITIES:** *The degree to which the ability to deliver the expressive and dramatic contours and qualities in the program—including (but not limited to) tension and release; developments, impacts, and resolutions; moods; and emotional/dramatic intensities—is developed and achieved.*
- **ACHIEVEMENT OF PLANNED EFFECTS:** *The degree to which the ability to deliver the range, variety, and depth of the planned effects in the program—including (but not limited to) sufficient intensity, expression, excellence, and precision—is developed and achieved.*
- **CLARITY OF MUSICAL STYLE AND IDENTITY:** *The degree to which the musical style and identity is developed and achieved throughout the ensemble.*

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 VOID OF INTERMEDIATE 0 – 49	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5		
	EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE			OPEN CLASS	EMERGING ADVANCED			ESTABLISHED ADVANCED		
	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
Intermediate offerings are not present.	<i>Skills &amp; qualities offer some complexity &amp; dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts &amp; some gradations. Slight to moderate layering of efforts.</i>						PROGRAM EFFECT	<i>Skills &amp; qualities offer good complexity, dimensionality &amp; frequency, with moderate to strong range, variety &amp; depth drawn from an intermediate to advanced scope. Good to strong dynamic/tempo/rhythmic/spacial/expressive range, with clear contrasts &amp; a variety of gradations. Moderate to strong layering of efforts.</i>					
	<i>Musical selections, dynamic, stylistic &amp; expressive variety create an enjoyable program.</i>						ENTERTAINMENT / APPEAL	<i>A highly entertaining program. Entertainment &amp; appeal are successful throughout.</i>					
	Emerging <b>intermediate</b> levels are <b>moderate &amp; may vary</b> over time.			Established <b>intermediate</b> levels are <b>good &amp; may vary</b> slightly over time.				Emerging <b>advanced</b> levels are <b>moderate &amp; may vary</b> slightly over time.			Established <b>advanced</b> levels are <b>good to strong &amp; sustained</b> over time.		
	<i>Clear impact points &amp; contrasts, moderately paced &amp; contoured.</i>						PACING & CONTOURING OF MUSICAL EFFECTS	<i>Good complexity &amp; frequency of well-planned, paced &amp; contoured musical events.</i>					
	Emerging <b>int.</b> pacing offers <b>mod.</b> contrasts, impacts & <b>some</b> dynamic shaping to achieve <b>clear</b> effects & <b>basic</b> contour over time.			Established <b>int.</b> pacing offers <b>mod.</b> variety of contrasts, impacts & contouring of dynamics & intensities to achieve <b>mod.</b> contour over time.				Emerging <b>adv.</b> pacing offers a <b>good</b> range & variety of developments, impacts & resolutions to achieve <b>successful &amp; engaging</b> dramatic contour over time.			Established <b>adv.</b> pacing offers a <b>broad</b> range & variety of developments, impacts & resolutions to <b>sustain strong &amp; compelling</b> dramatic contour over time.		
	<i>Good coordination of musical elements. Staging of instruments often enhances the musical presentation. Visual effects sometimes enhance the music.</i>						COORDINATION OF MUSICAL & VISUAL ELEMENTS	<i>Strong coordination of musical elements. Staging of instruments consistently enhances the music. Multiple musical ideas are reflected in the visual.</i>					
	Emerging <b>int.</b> coordination involves important musical elements along with some visual aspects for <b>mod. int.</b> effect.			Established <b>int.</b> coordination includes important musical & visual elements for <b>good int.</b> effect.				Emerging <b>adv.</b> coordination includes <b>good</b> levels of interesting & effective interaction within the music & between music & visual to create <b>good adv.</b> effect.			Established <b>adv.</b> coordination consistently enhances the musical & visual partnership to create & sustain <b>strong adv.</b> levels of interest & effect.		
	<i>Moderate to good range &amp; variety of effects impact at aesthetic &amp;/or emotional levels.</i>						RANGE, VARIETY & DEPTH OF EFFECTS	<i>Good to strong range, variety &amp; depth of effects impact at aesthetic, emotional &amp; intellectual levels</i>					
	<b>Mod.</b> range &/or variety of <b>int.</b> effects over time.			<b>Good</b> range & variety of <b>int.</b> effects over time. Depth is emerging.				<b>Mod.</b> range, variety & depth of <b>adv.</b> effects over time.			<b>Good to strong</b> range, variety & depth of <b>adv.</b> effects over time.		
	<i>Some distinctive moments &amp; novel approaches may be present.</i>						CREATIVITY	<i>New/different ways to create &amp; enhance unique musical effects &amp; performance opportunities are explored/presented.</i>					
	Emerging <b>int.</b> creativity employs <b>int.</b> qualities & skills to explore a <b>mod.</b> range of effect options.			Established <b>int.</b> creativity employs <b>int.</b> qualities & skills to create <b>mod.</b> interest & effect.				Emerging <b>adv.</b> creativity employs <b>int. to adv.</b> qualities & skills to create a <b>good</b> range of interest & effect.			Established <b>adv.</b> creativity & imagination employs <b>adv.</b> qualities & skills to create a <b>broad</b> range of interest & effect.		
A foundation for intermediate achievement is not present.	<i>Moderate individual skill, strength &amp; stamina emerging from a good technical foundation &amp; a broader range &amp; variety of responsibilities. Moderate to good ensemble awareness &amp; individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>						PERFORMER EFFECT	<i>Good to strong individual skill, strength &amp; stamina emerging from a strong technical foundation &amp; a broad range &amp; variety of more advanced responsibilities. Good to strong ensemble awareness &amp; individual ability to fulfill a more advanced role within the ensemble.</i>					
	<i>Greater understanding of communication &amp; role is evident but may be inconsistent or one dimensional.</i>						SHOWMANSHIP/ COMMUNICATION/ AUDIENCE ENGAGEMENT	<i>Communication elevates the show within the ensemble &amp; from performer to audience.</i>					
	<b>Mod.</b> achievement of an <b>int.</b> range of skills engages at a <b>mod.</b> level but <b>may vary</b> .			<b>Good</b> achievement of an <b>int.</b> range of skills engages at a <b>good</b> level but <b>may vary</b> .				<b>Good</b> achievement of an <b>adv.</b> range of skills engages at a very <b>good</b> level but <b>may vary</b> .			<b>Strong</b> achievement of an <b>adv.</b> range of skills engages at a <b>high</b> level throughout.		
	<i>Performers understand &amp; have some success in achieving many of the written expressive/dynamic contours. Stylistic performance is mostly successful.</i>						ACHIEVEMENT OF EXPRESSIVE /DRAMATIC CONTOURS & QUALITIES	<i>The expressive range is expansive &amp; performers are capable of shaping the musical line throughout the performance. Stylistic performance is true to genre.</i>					
	<b>Mod.</b> achievement of <b>int.</b> contours & qualities is established but <b>may vary</b> .			<b>Good</b> achievement of <b>int.</b> contours & qualities is established but <b>may vary</b> .				<b>Good</b> achievement of <b>adv.</b> contours & qualities is emerging but <b>may vary</b> .			<b>Strong</b> achievement of <b>adv.</b> contours & qualities is established & sustained <b>throughout</b> .		
	<i>Performers understand planned musical effects (aesthetic &amp;/or emotional) &amp; have some success in achieving them.</i>						ACHIEVEMENT OF PLANNED EFFECTS	<i>Achievement of the planned musical effects (aesthetic, emotional &amp; intellectual) is clear &amp; consistent.</i>					
	<b>Mod.</b> achievement of an <b>int.</b> range of effects is emerging but <b>may vary</b> .			<b>Good</b> achievement of an <b>int.</b> range of effects is established but <b>may vary</b> .				<b>Good</b> achievement of an <b>adv.</b> range of effects is emerging but <b>may vary</b> .			<b>Strong</b> achievement of an <b>adv.</b> range of effects is established & sustained over time.		
	<i>A good understanding of the chosen musical style(s) exists &amp; is often demonstrated. Ensemble approach is often demonstrated with some inconsistencies.</i>						CLARITY OF MUSICAL STYLE & IDENTITY	<i>Multiple musical styles/genres may be explored. Performers demonstrate appropriate technique for each. Ensemble approach(es) is/are clear &amp; consistent.</i>					
	<b>Mod.</b> clarity of <b>int.</b> qualities is emerging but <b>may vary</b> .			<b>Good</b> clarity of <b>int.</b> qualities is established but <b>may vary</b> .				<b>Good</b> clarity of <b>adv.</b> qualities is established but <b>may vary</b> .			<b>Strong</b> clarity of <b>adv.</b> qualities is established & sustained throughout.		