

PERCUSSION

A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	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 PERCUSSION ENSEMBLE

CONTENT

Whose CONTENT offered the greater:

- **ENHANCEMENT OF THE MUSIC:** *The degree to which the percussion writing enhances the overall musical program.*
- **MUSICALITY AND IDIOMATIC INTEGRITY:** *The degree of musicality in the percussion writing—including (but not limited to) phrasing; dynamic contouring; shaping; inflection; tonality; and idiomatic integrity.*
- **QUALITY AND VARIETY OF TRANSITIONS AND RHYTHMIC RESPONSIBILITIES:** *The quality and variety of class-appropriate connections/transitions and rhythmic responsibilities.*
- **QUALITY AND RANGE OF BLEND AND BALANCE RESPONSIBILITIES:** *The quality and range of class-appropriate blend and balance responsibilities both within the percussion ensemble and between percussion and the full musical ensemble.*

SUB-CAPTION
SCORE

100

ACHIEVEMENT

Whose PERFORMERS achieved the better:

- **ENSEMBLE COHESIVENESS AND RHYTHMIC CLARITY:** *The degree to which the ability to establish and maintain ensemble pulse control and rhythmic control, accuracy, and clarity—both vertically and horizontally—is developed and achieved.*
- **MUSICANSHIP AND IDIOMATIC INTERPRETATION:** *The degree to which class-appropriate knowledge, skill, and artistic sensitivity in performing all aspects and qualities of the musical content are developed and achieved.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are 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+

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2			BOX 3			POINTS OF COMPARISON A CLASS	BOX 4			BOX 5		
	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
	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.	Basic consideration of the skill development & instrumentation of the ensemble. 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.						CONTENT	Good consideration of the skill development & instrumentation of the ensemble. 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.					
	Simple phrasing; basic style; support to the full musical ensemble & dynamic awareness from player to player & player to ensemble.						ENHANCEMENT OF THE MUSIC	More advanced phrasing, dynamic contrast & style choices; cohesion & balance across the full ensemble; some variety in staging & stylistic musical choices.					
	Emerging writing fundamentals enhance at a nascent level.			Established fundamental components provide basic enhancement..				Emerging intermediate qualities & components provide moderate enhancement.			Established intermediate qualities & components provide good enhancement.		
	Very fundamental skills achieve basic musicality within the full ensemble.						MUSICALITY & IDIOMATIC INTEGRITY	A greater dynamic range, shaping of phrases, instrumental tuning, stylistic tones & timbres create clear musical ideas which achieve good musicality & style w/in the full ensemble.					
	Emerging/nascent levels.			Good basic levels.				Moderate intermediate levels.			Good intermediate levels.		
	Foundational support to the overall ensemble through basic rhythms & unison moments. Transitions are elemental & reflect basic environmental demands.						QUALITY & VARIETY OF TRANSITIONS & RHYTHMIC RESPONSIBILITIES	Good consideration of musical transitions w/layering, dynamic contrast, expanded rhythms & vertical alignment between winds & front ensemble.					
	Emerging fundamental quality, w/some very basic variety.			Established fundamental quality, w/good basic variety.				Moderate intermediate quality, variety & range.			Good intermediate quality & variety across a broad intermediate range.		
	Basic consideration of the overall balance & blend. Dynamics & staging provide basic enhancement as the performers develop a fundamental understanding of dynamics w/in the ensemble.						QUALITY & RANGE OF BLEND & BALANCE RESPONSIBILITIES	Good consideration of balance across the ensemble & blending w/in each musical moment. Balance across the battery, FE & overall ensemble enhances the overall program.					
	Emerging fundamental quality w/very basic balance responsibilities w/in the percussion.			Established fundamental quality, w/basic balance responsibilities w/in the percussion.				Emerging intermediate qualities. A moderate range of intermediate responsibilities w/in the percussion, sometimes w/the full ensemble.			Established intermediate qualities. A good range of intermediate responsibilities w/in the percussion & w/the full ensemble.		
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.						ACHIEVEMENT	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.					
	Phrasing is inconsistent, particularly at beginnings & endings. Rhythms & tempo changes are uncertain. Timing is inconsistent w/in subsections & across the ensemble.						ENSEMBLE COHESIVENESS & RHYTHMIC CLARITY	Individuals are aware of their responsibilities, understand timing & tempo & are developing consistency. Pulse & balance are coherent w/occasional interference from environmental demands. Individuals understand transitions & usually create a stable environment for all performers.					
	Emerging achievement of fundamental skills; the foundation may be unstable.			Established moderate achievement of fundamental skills may vary.				Emerging moderate achievement of intermediate skills may vary.			Established good achievement of intermediate skills throughout the ensemble.		
	Unclear understanding of the stylistic/musical ideas. Interpretation of the musical phrase is often unclear & differing skills levels are easily observable. Dynamics & phrasing are inconsistent or difficult to evaluate.						MUSICANSHIP & IDIOMATIC INTERPRETATION	Individuals understand the musical qualities required. Some nuance /stylistic details may be unclear, but the overall ideas are evident across the ensemble.					
	Emerging achievement of fundamental qualities & skills; the foundation may be unstable.			Established moderate achievement of fundamental qualities & skills may vary.				Emerging moderate achievement of intermediate qualities & skills may vary.			Established good achievement of intermediate qualities & skills throughout the ensemble.		
	Individuals often have difficulty starting & ending phrases, staying on tempo & playing together, which causes confusion. They appear tired, have a hard time recovering from breaks & may cease playing.						CONCENTRATION / FOCUS, STAMINA & RECOVERY	Some players may stick out, but most move & play w/confidence. Inconsistencies w/articulation may cause brief breaks, but focus is regained in a few seconds. Large movements may cause strain leading to unclear playing.					
	Emerging basic concentration & occasionally sufficient stamina. Very occasional/ minimally successful recovery attempts.			Established basic concentration w/frequent breaks. Moderately sufficient stamina. Occasional & moderately successful recovery attempts.				Established good concentration w/occasional breaks. Moderately sufficient stamina. Frequent & moderately successful recoveries.			Established good concentration w/ occasional minor breaks. Good stamina. Recoveries are usually applied with good success.		