



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+ |



OPEN CLASS
MUSIC EFFECT
(SAMPLE ALL ELEMENTS OF THE BAND)



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|-------|----------------------|--------|--|-----------------------|---------------|--|---------------------|-------|--|---------------|---------------|--|----------------------|-------|--|---------------|---------------|---|---------------|---------------|---|-------|----------------------|---|--|--|--|--|--|---|--|--|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|
| BOX 1 | VOID OF INTERMEDIATE | 0 – 49 | BOX 2 | EMERGING INTERMEDIATE | 50-54 SOME | 55-59 MOST | 60-64 ALMOST ALL | BOX 3 | ESTABLISHED INTERMEDIATE | 65-69 SOME | 70-74 MOST | 75-79 ALMOST ALL | POINTS OF COMPARISON | BOX 4 | EMERGING ADVANCED | 80-83 SOME | 84-88 MOST | 89-92 ALMOST ALL | 93-95 SOME | 96-98 MOST | 99-100 ALMOST ALL | BOX 5 | ESTABLISHED ADVANCED | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Musical selections, dynamic, stylistic & expressive variety create an enjoyable program. | | | Emerging int. coordination involves important musical elements along with some visual aspects for mod. int. effect. | | | Moderate to good range & variety of effects impact at aesthetic &/or emotional levels. | | | Good range & variety of int. effects over time. | | | Some distinctive moments & novel approaches may be present. | | | Emerging int. creativity employs int. qualities & skills to explore a mod. range of effect options. | | | Greater understanding of communication & role is evident but may be inconsistent or one dimensional. | | | Mod. achievement of an int. range of skills engages at a mod. level but may vary. | | | Performers understand & have some success in achieving many of the written expressive/dynamic contours. Stylistic performance is mostly successful. | | | Mod. achievement of int. contours & qualities is established but may vary. | | | Performers understand planned musical effects (aesthetic &/or emotional) & have some success in achieving them. | | | Mod. achievement of an int. range of effects is emerging but may vary. | | | A good understanding of the chosen musical style(s) exists & is often demonstrated. Ensemble approach is often demonstrated with some inconsistencies. | | | Mod. clarity of int. qualities is emerging but may vary | | | | | | | | |
| | | | 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. | | | Good coordination of musical elements. Staging of instruments often enhances the musical presentation. Visual effects sometimes enhance the music. | | | Established int. coordination includes important musical & visual elements for good int. effect. | | | Moderate to good range & variety of effects impact at aesthetic, emotional & intellectual levels. | | | Depth is emerging. | | | Emerging int. creativity employs int. qualities & skills to create mod. interest & 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. | | | Greater understanding of communication & role is evident but may be inconsistent or one dimensional. | | | Good achievement of an int. range of skills engages at a good level but may vary. | | | Achievement of the planned musical effects (aesthetic, emotional & intellectual) is clear & consistent. | | | Good achievement of an adv. range of effects is emerging but may vary. | | | Strong achievement of an adv. range of effects is established & sustained over time. | | | Multiple musical styles/genres may be explored. Performers demonstrate appropriate technique for each. Ensemble approach(es) is/are clear & consistent. | | | Good clarity of adv. qualities is established but may vary | | | | | | | | |
| | | | PROGRAM EFFECT | | | ENTERTAINMENT / APPEAL | | | PACING & CONTOURING OF MUSICAL EFFECTS | | | COORDINATION OF MUSICAL & VISUAL ELEMENTS | | | RANGE, VARIETY & DEPTH OF EFFECTS | | | CREATIVITY | | | PERFORMER EFFECT | | | SHOWMANSHIP/ AUDIENCE ENGAGEMENT | | | ACHIEVEMENT OF EXPRESSIVE / DRAMATIC CONTOURS & QUALITIES | | | PLANNED EFFECTS | | | CLARITY OF MUSICAL STYLE & IDENTITY | | | | | | | | | | | | | | | | | |
| | | | Skills & qualities offer good complexity, dimensionality & frequency, with moderate to strong range, variety & depth drawn from an intermediate to advanced scope. Good to strong dynamic/tempo/rhythmic/spacial/expressive range, with clear contrasts & a variety of gradations. Moderate to strong layering of efforts. | | | A highly entertaining program. Entertainment & appeal are successful throughout. | | | Emerging adv. pacing offers a good range & variety of developments, impacts & resolutions to achieve successful & compelling dramatic contour over time. | | | Emerging adv. coordination includes good levels of interesting & effective interaction within the music & between music & visual to create good adv. effect. | | | Good to strong range, variety & depth of adv. effects over time. | | | Mod. range, variety & depth of adv. effects over time. | | | New/different ways to create & enhance unique musical effects & performance opportunities are explored/presented. | | | Established adv. creativity & imagination employs adv. qualities & skills to create a broad range of interest & effect. | | | Good to strong individual skill, strength & stamina emerging from a strong technical foundation & a broad range & variety of more advanced responsibilities. Good to strong ensemble awareness & individual ability to fulfill a more advanced role within the ensemble. | | | Communication elevates the show within the ensemble & from performer to audience. | | | Good achievement of an adv. range of skills engages at a very good level but may vary. | | | The expressive range is expansive & performers are capable of shaping the musical line throughout the performance. Stylistic performance is true to genre. | | | Good achievement of adv. contours & qualities is emerging but may vary. | | | Strong achievement of adv. contours & qualities is established & sustained throughout. | | | Multiple musical styles/genres may be explored. Performers demonstrate appropriate technique for each. Ensemble approach(es) is/are clear & consistent. | | | Strong clarity of adv. qualities is established but may vary | | |