



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+



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ENSEMBLE MUSIC
(SAMPLE ACROSS ALL MUSICAL ELEMENTS OF THE ENSEMBLE)



POINTS OF COMPARISON				REGIONAL A CLASS			
BOX 3		BOX 4		BOX 5		ESTABLISHED FUNDAMENTAL	
DISCOVERING INTRODUCTORY		EMERGING FUNDAMENTAL		93-95		96-98	
65-69		80-83		SOME		MOST	
70-74		84-88		ALMOST ALL		99-100	
ALMOST ALL		SOME		ALMOST ALL		ALMOST ALL	
The most entry-level skills and qualities that allow the performers to discover a positive emerging competitive experience.		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.		Basic rhythms & simple meters. Limited musical range; scalar passages. Limited variety in articulation, style & tempo.		Moderate variety across a very basic range of fundamental responsibilities, with probable uneven distribution between sections.	
Simple rhythms are introduced.		RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES		Good range &/or variety of fundamental responsibilities. Some may be more prominent & this may vary from section to section.		The most fundamental expressive offerings with very basic phrasing, little variety in dynamics & minimal shaping	
Minimal variety across the most basic range of fundamental responsibilities.		RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES		Moderate variety across a very basic range of fundamental responsibilities, with probable uneven distribution between sections.		Good range &/or variety of fundamental responsibilities. Some may be more prominent & this may vary from section to section.	
Orchestration reflects & facilitates the most foundational skill development & instrumentation.		QUALITY OF THE ORCHESTRATION		Emerging & somewhat compatible orchestration of very basic components.		Orchestration shows basic consideration of the skill development & instrumentation of many elements in the ensemble with simple phrasing & basic style.	
Compatibility allows for the discovery of the most basic skills.		ACHIEVEMENT		Fundamental, basic achievement that serves as a foundation for future growth. Achievement may vary between responsibilities, sections & over time.		Matching of technique is occasionally evident – articulations vary, note lengths are inconsistent. There may be issues with timing left to right & front to back. The most fundamental physical responsibilities may diminish the musical excellence.	
The performers are discovering foundational rhythmic and listening skills.		ENSEMBLE COHESIVENESS & RHYTHMIC CLARITY		Basic achievement of fundamental skills is emerging; the foundation for further growth may be unstable.		Moderate achievement of fundamental skills is established but may vary.	
The performers are discovering foundational listening & dynamic control.		BLEND, BALANCE & DYNAMIC CONTROL		Individual players & voices/sections may stick out of the sound, unaware of their musical roles within the ensemble.		Moderate achievement of fundamental balance is established but may vary.	
Basic achievement of foundational skills is emerging.		TONE QUALITY & INTONATION		There is a beginning understanding of tone quality—it may be unfocused or spread. Intonation may be inconsistent.		Basic achievement of fundamental skills is emerging; the foundation for further growth may be unstable.	
The performers are discovering the most foundational musicianship skills.		MUSICIANSHIP & ARTISTRY		There is a beginning understanding of style.		Basic achievement of fundamental skills is emerging; the foundation for further growth may be unstable.	
Basic achievement of foundational skills is emerging.				Moderate achievement of fundamental skills is established but may vary.		Basic achievement of fundamental skills is established but may vary.	