



MUSIC EFFECT

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	ALL	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL

SAMPLE ALL ELEMENTS OF THE BAND

PROGRAM EFFECT – Who offered the greater:

- **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.*
- **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.*
- **RANGE AND VARIETY OF EFFECTS:** *The range and variety 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.*
- **ENTERTAINMENT / APPEAL:** *The level of entertainment and appeal generated by the overall program.*

SUB-CAPTION
SCORE
100

PERFORMER EFFECT – Who achieved the better:

- **ACHIEVEMENT OF PLANNED EFFECTS:** *The degree to which the ability to deliver the range and variety of the planned effects in the program—including (but not limited to) sufficient intensity, expression, excellence, and precision—is developed and achieved.*
- **ACHIEVEMENT OF EXPRESSIVE CONTOURS AND QUALITIES:** *The degree to which the ability to deliver the expressive contours and qualities in the program—including (but not limited to) tension and release; developments, impacts, and resolutions; moods; and intensities—is developed and achieved.*
- **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.*

SUB-CAPTION
SCORE
100

Reward is achieved by weighing all factors!

Measure the degree of 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 EMERGING FUNDAMENTAL			BOX 3 ESTABLISHED FUNDAMENTAL			A CLASS	BOX 4 EMERGING INTERMEDIATE			BOX 5 ESTABLISHED INTERMEDIATE			
	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	ALL	SOME	MOST	ALL		SOME	MOST	ALL	SOME	MOST	ALL	
Fundamental offerings are not present.	<i>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.</i>						PROGRAM EFFECT		<i>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.</i>					
	Simple coordination of musical elements. Beginning understanding of staging & complimentary visual effects						COORDINATION OF MUSICAL & VISUAL ELEMENTS		Good coordination of musical elements. Staging of instruments often enhances the musical presentation. Visual effects sometimes enhance the music.					
	Fundamental offerings are often presented singly. Basic coordination between musical elements sometimes achieves rudimentary effectiveness.			Fundamental offerings show basic coordination between musical elements & occasionally include a visual aspect to achieve basic effectiveness.			PACING & CONTOURING OF MUSICAL EFFECTS		Emerging intermediate coordination involves important musical elements along with some visual aspects for moderate intermediate effect.			Established intermediate coordination includes important musical & visual elements for good intermediate effect.		
	Simple musical effects & basic contrast—often irregularly paced.								Clear impact points & contrasts, moderately paced & contoured.					
	Emerging pacing fundamentals offer very basic contrasts to achieve moments of rudimentary effect.			Established pacing fundamentals offer basic contrasts & impact points to achieve some basic effects.			RANGE & VARIETY OF EFFECTS		Emerging intermediate pacing offers moderate contrasts, impacts & some dynamic shaping to achieve clear effects & basic contour over time.			Established intermediate pacing offers moderate variety of contrasts, impacts & contouring of dynamics & intensities to achieve moderate contour over time.		
	Simple musical effects—often very similar.								Moderate to good range & variety of effects impact at aesthetic &/or emotional levels.					
	Fundamental offerings offer nascent effect in isolated moments.			Moderate variety of fundamental effects over time.			ENTERTAINMENT / APPEAL		Moderate range &/or variety of intermediate effects over time.			Good range & variety of intermediate effects over time. Depth is emerging.		
	Very basic due to the narrow range & variety of effects offered.								Musical selections, dynamic, stylistic & expressive variety create an enjoyable program.					
Nascent levels are emerging & vary over time.			Moderate fundamental levels are established & may vary over time.			PERFORMER EFFECT		Moderate intermediate levels are emerging & may vary over time.			Good intermediate levels are established & may vary slightly over time.			
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.								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.						
A foundation for fundamental achievement is not present.	Effects are often hampered by lack of training, stamina, or technique.						ACHIEVEMENT OF PLANNED EFFECTS		Performers understand planned musical effects (<i>aesthetic &/or emotional</i>) & have some success in achieving them.					
	Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of a fundamental range of effects is established but may vary .			ACHIEVEMENT OF EXPRESSIVE CONTOURS & QUALITIES		Moderate achievement of an intermediate range of effects is emerging but may vary .			Good achievement of an intermediate range of effects is established but may vary .		
	An understanding of effects & impacts is emerging but there is flat approach to expression & dynamics.								Performers understand & have some success in achieving many of the written expressive/dynamic contours. Stylistic performance is mostly successful.					
	Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of fundamental skills is established but may vary .			SHOWMANSHIP / COMMUNICATION / AUDIENCE ENGAGEMENT		Moderate achievement of intermediate contours & qualities is established but may vary .			Good achievement of intermediate contours & qualities is established but may vary .		
	There may be a beginning understanding of style although performers are just learning how to communicate effectively.								Greater understanding of communication & role are evident but may be inconsistent or one dimensional.					
Nascent achievement of the most fundamental skills is emerging.			Moderate achievement of fundamental skills engages at a nascent level.			SHOWMANSHIP / COMMUNICATION / AUDIENCE ENGAGEMENT		Moderate achievement of an intermediate range of skills engages at a moderate level but may vary .			Good achievement of an intermediate range of skills engages at a good level but may vary .			