

ENSEMBLE MUSIC

A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2 EMERGING FUNDAMENTAL			BOX 3 ESTABLISHED FUNDAMENTAL			BOX 4 EMERGING INTERMEDIATE			BOX 5 ESTABLISHED INTERMEDIATE		
	50-54	55-59	60-64	65-69	70-74	75-79	80-82	83-85	86-89	90-93	94-97	98-100
	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL

SAMPLE ALL MUSICAL ELEMENTS INCLUDING THE FULL PERCUSSION ENSEMBLE

CONTENT — *Who offered the greater:*

- **QUALITY OF THE ORCHESTRATION:** *The quality with which the musical repertoire is orchestrated and balanced—including (but not limited to) class-appropriate voicing; phrasing; dynamic contouring; shaping; inflection; tonality; and idiomatic integrity.*
- **RANGE, VARIETY, AND DISTRIBUTION OF TECHNICAL RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate technical responsibilities across all elements of the ensemble.*
- **RANGE, VARIETY, AND DISTRIBUTION OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate dynamic and expressive responsibilities across all elements of the ensemble.*
- **RANGE, VARIETY, AND DISTRIBUTION OF TIME AND PITCH ORIENTATIONS AND ENVIRONMENTS:** *The range, variety, and balanced distribution of class-appropriate orientations and environments related to time, and pitch across all elements of the ensemble.*

SUB-CAPTION
SCORE
100

ACHIEVEMENT — *Who achieved the better:*

- **ENSEMBLE COHESIVENESS:** *The degree to which the ability to establish and maintain ensemble pulse control and rhythmic stability—both vertically and horizontally—is developed and achieved across all sections of the musical ensemble.*
- **BLEND AND BALANCE:** *The degree to which all elements in the ensemble (including percussion) are blended and balanced.*
- **RHYTHMIC ACCURACY AND TEMPO CONTROL:** *The degree to which rhythmic and tempo control, accuracy, and clarity is developed and achieved across the entire musical ensemble.*
- **MUSICIANSHIP:** *The degree to which class-appropriate knowledge, skill, and artistic sensitivity in performing all aspects and qualities of the musical content is developed and achieved across the entire musical ensemble.*

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+



A CLASS ENSEMBLE MUSIC



BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			A CLASS	EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	50-54 SOME	55-59 MOST	60-64 ALL	65-69 SOME	70-74 MOST	75-79 ALL		80-82 SOME	83-85 MOST	86-89 ALL	90-93 SOME	94-97 MOST	98-100 ALL

Fundamental offerings are not present.	<i>Fundamental, basic skills and qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/spacial/expressive range, with basic contrast and few gradations.</i>	CONTENT			<i>Skills and qualities offer some complexity and dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/spacial/expressive range with clear contrasts and some gradations. Slight to moderate layering of efforts across this range.</i>
	Emerging fundamental orchestration of very basic components.	Established & mostly correct fundamental orchestration & balance of basic components.			Emerging intermediate orchestration & balance of a moderate range of intermediate components.
	Moderate variety across a very basic range of fundamental skills & responsibilities & probable uneven distribution between sections.	Good range &/or variety of fundamental skills & responsibilities. Some may be more prominent & this may vary from section to section.			Moderate range &/or variety of emerging intermediate skills & responsibilities. Some may be more prominent & this may vary from section to section.
	Moderate variety across a very basic range of orientations & environments with probable uneven distribution between sections.	Good range &/or variety of fundamental orientations & environments. Some may be more prominent & this may vary from section to section.			Moderate range &/or variety of emerging intermediate orientations & environments. Some may be more prominent & this may vary from section to section.
		QUALITY OF THE ORCHESTRATION			
		RANGE, VARIETY & DISTRIBUTION OF TECHNICAL RESPONSIBILITIES			
		RANGE, VARIETY & DISTRIBUTION OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES			
		RANGE, VARIETY & DISTRIBUTION OF TIME & PITCH ORIENTATIONS & ENVIRONMENTS			

A foundation for fundamental achievement is not present.	<i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble and the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections, and over time.</i>	ACHIEVEMENT			<i>Moderate individual skill, strength and stamina emerging from a good technical foundation and a broader range and variety of responsibilities. Moderate to good ensemble awareness and individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections, and over time.</i>
	Basic achievement of fundamental skills is emerging; the foundation for further growth may be unstable.	Moderate achievement of basic balance is established—along with a foundation for further growth—but may vary.			Moderate achievement of intermediate skills is emerging but may vary.
					Moderate achievement of intermediate blend & balance is emerging but may vary.
					Moderate achievement of intermediate skills is emerging but may vary.
					Moderate achievement of a good range of intermediate skills & qualities is emerging but may vary.
		ENSEMBLE COHESIVENESS			
		BLEND & BALANCE			
		RHYTHMIC ACCURACY & TEMPO CONTROL			
		MUSICIANSHIP			



ENSEMBLE MUSIC

OPEN CLASS: INTERMEDIATE TO ADVANCED SKILLS



BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF INTERMEDIATE	EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE			EMERGING ADVANCED			ESTABLISHED ADVANCED		
0 – 49	50-54	55-59	60-64	65-69	70-74	75-79	80-82	83-85	86-89	90-93	94-97	98-100
	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL

SAMPLE ALL MUSICAL ELEMENTS INCLUDING THE FULL PERCUSSION ENSEMBLE

CONTENT — *Who offered the greater:*

- **QUALITY AND CREATIVITY OF THE ORCHESTRATION:** *The quality and creativity with which the musical repertoire is orchestrated and balanced—including (but not limited to) class-appropriate voicing; phrasing; dynamic contouring; shaping; inflection; tonality; and idiomatic integrity.*
- **RANGE, VARIETY, DEPTH, AND DISTRIBUTION OF TECHNICAL RESPONSIBILITIES:** *The range, variety, depth, and balanced distribution of class-appropriate technical responsibilities across all elements of the ensemble.*
- **RANGE, VARIETY, DEPTH, AND DISTRIBUTION OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range, variety, depth, and balanced distribution of class-appropriate dynamic and expressive responsibilities across all elements of the ensemble.*
- **RANGE, VARIETY, DEPTH, AND DISTRIBUTION OF TIME AND PITCH ORIENTATIONS AND ENVIRONMENTS:** *The range, variety, depth, and balanced distribution of class-appropriate orientations and environments related to time, and pitch across all elements of the ensemble.*

SUB-CAPTION
SCORE
100

ACHIEVEMENT — *Who achieved the better:*

- **ENSEMBLE COHESIVENESS:** *The degree to which the ability to establish and maintain ensemble pulse control and rhythmic stability—both vertically and horizontally—is developed and achieved across all sections of the musical ensemble.*
- **BLEND AND BALANCE:** *Considering all dynamic ranges, the degree to which all elements in the ensemble (including percussion) are blended and balanced.*
- **RHYTHMIC ACCURACY AND TEMPO CONTROL:** *The degree to which rhythmic and tempo control, accuracy, and clarity is developed and achieved across the entire musical ensemble.*
- **MUSICIANSHIP:** *The degree to which class-appropriate knowledge, skill, and artistic sensitivity in performing all aspects and qualities of the musical content is developed and achieved across the entire musical ensemble.*

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+



OPEN CLASS
ENSEMBLE MUSIC



BOX 1	BOX 2			BOX 3			POINTS OF COMPARISON	BOX 4			BOX 5		
VOID OF INTERMEDIATE	EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE			OPEN CLASS	EMERGING ADVANCED			ESTABLISHED ADVANCED		
0 – 49	50-54 SOME	55-59 MOST	60-64 ALL	65-69 SOME	70-74 MOST	75-79 ALL		80-82 SOME	83-85 MOST	86-89 ALL	90-93 SOME	94-97 MOST	98-100 ALL

		CONTENT					<i>Skills and qualities offer good complexity, dimensionality and frequency, with moderate to strong variety drawn from an intermediate to advanced scope. Good to strong dynamic/tempo/rhythmic/spacial/expressive range, with clear contrasts and a variety of gradations. Moderate to strong layering of efforts.</i>					
Intermediate offerings are not present.	Emerging intermediate orchestration & balance of a moderate range of intermediate components.	Established intermediate orchestration & balance of a good range of intermediate components.			QUALITY & CREATIVITY OF THE ORCHESTRATION		Emerging advanced orchestration, creativity & balance of a moderate to good range of advanced components.			Established advanced orchestration, creativity & balance of a broad range of advanced components.		
	Moderate range &/or variety of emerging intermediate skills & responsibilities. Some may be more prominent & this may vary from section to section.	Good range & variety of established intermediate skills & responsibilities, evenly distributed throughout the ensemble.			RANGE, VARIETY, DEPTH & DISTRIBUTION OF TECHNICAL RESPONSIBILITIES		Moderate range, variety & depth of emerging advanced skills & responsibilities. This may vary from section to section.			Good to strong range, variety & depth of established advanced skills & responsibilities, evenly distributed throughout the ensemble.		
	Moderate range &/or variety of emerging intermediate orientations & environments. Some may be more prominent & this may vary from section to section.	Good range & variety of established intermediate orientations & environments evenly distributed throughout the ensemble.			RANGE, VARIETY, DEPTH & DISTRIBUTION OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES							
					RANGE, VARIETY, DEPTH & DISTRIBUTION OF TIME, SPACE & PITCH ORIENTATIONS & ENVIRONMENTS		Moderate range, variety & depth of emerging advanced orientations & environments. This may vary from section to section.			Good to strong range, variety & depth of established advanced orientations & environments, evenly distributed throughout the ensemble.		

		ACHIEVEMENT					<i>Good to strong individual skill, strength and stamina emerging from a strong technical foundation and a broad range and variety of more advanced responsibilities. Good to strong ensemble awareness and individual ability to fulfill a more advanced role within the ensemble.</i>								
A foundation for intermediate achievement is not present.	Moderate individual skill, strength and stamina emerging from a good technical foundation and a broader range and variety of responsibilities. Moderate to good ensemble awareness and individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections, and over time.	Moderate achievement of intermediate skills is emerging but may vary.			Good achievement of intermediate skills is established throughout the ensemble.		ENSEMBLE COHESIVENESS			Good achievement of advanced skills is emerging but may vary.			Strong achievement of advanced skills is established & sustained throughout the ensemble.		
		Moderate achievement of intermediate blend & balance (O: & dynamic control) is emerging but may vary.			Good achievement of a wide range of intermediate blend & balance O: & dynamic control) is established throughout the ensemble.		BLEND, BALANCE & DYNAMIC CONTROL			Good achievement of moderate range & depth of advanced blend, balance & dynamic control is emerging but may vary.			Strong achievement of a good range & depth of advanced blend, balance & dynamic control is established & sustained throughout the ensemble.		
		Moderate achievement of intermediate skills is emerging but may vary.			Good achievement of intermediate skills is established throughout the ensemble.		RHYTHMIC ACCURACY & TEMPO CONTROL			Good achievement of advanced skills is emerging but may vary.			Strong achievement of advanced skills is established & sustained throughout the ensemble.		
		Moderate achievement of a good range of intermediate skills & qualities is emerging but may vary.			Good achievement of a broad range of intermediate skills & qualities is established throughout the ensemble.		MUSICIANSHIP			Good achievement of a moderate range of advanced skills is emerging but may vary.			Strong achievement of a broad range of advanced qualities is established & sustained throughout the ensemble.		