



INDIVIDUAL 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:*

- **RANGE AND VARIETY OF TECHNICAL RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate technical responsibilities in the music—including (but not limited to) articulation; enunciation; attacks/releases; rhythms; and tempos.*
- **RANGE AND VARIETY OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate dynamic and expressive responsibilities in the music—including (but not limited to) shaping; inflection; phrasing; expression; and idiomatic integrity.*
- **RANGE AND VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES:** *The range, variety, and balanced distribution of additional layers of class-appropriate simultaneous physical and spacial responsibilities—including (but not limited to) body shaping/choreography; method of travel; staging; and relationship to the pulse center.*

SUB-CAPTION
SCORE
100

ACHIEVEMENT — *Who achieved the better:*

- **ARTICULATION AND RHYTHMIC CONTROL:** *The degree to which articulation and rhythmic skills are developed and achieved in all sections.*
- **DYNAMIC AND EXPRESSIVE CONTROL:** *The degree to which dynamic and expressive skills—including (but not limited to) shaping; inflection; phrasing; idiomatic interpretation; and expression—are developed and achieved.*
- **QUALITY OF SOUND, INCLUDING PITCH AND INTONATION:** *The degree to which the ability to control characteristic sound, tone quality, pitch accuracy, and intonation, is 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

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			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 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.</i>		
	Emerging fundamentals, with some variety across a very basic range & 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.		RANGE & VARIETY OF TECHNICAL RESPONSIBILITIES	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.	
	Minimal to emerging layering of very fundamental skills, with probable uneven distribution between sections.	Good range &/or variety in the layering of basic skills & responsibilities. Some may be more prominent & this may vary from section to section.		RANGE & VARIETY OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES			
			RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES	Moderate range &/or variety of simultaneous layering of emerging intermediate skills & responsibilities. This may vary from section to section.	Good range & variety (in the simultaneous layering of established intermediate skills & responsibilities, evenly distributed throughout the ensemble.		

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.</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.</i>		
	Basic achievement of fundamental skills is emerging; the foundation for further growth may be unstable.	Moderate achievement of fundamental skills is established—along with a foundation for further growth—but may vary.		ARTICULATION & RHYTHMIC CONTROL	Moderate achievement of intermediate skills is emerging but may vary.	Good achievement of intermediate skills is established throughout the ensemble.	
	Basic achievement of fundamental quality is emerging; the foundation for further growth may be unstable.	Moderate achievement of fundamental quality is established—along with a foundation for further growth—but may vary.		DYNAMIC & EXPRESSIVE CONTROL			
	Basic concentration is emerging, stamina is occasionally sufficient for very basic challenges, recoveries are very occasionally attempted with minimal success.	Basic concentration is established, with frequent breaks. Stamina is moderately sufficient for basic challenges; recoveries are occasionally attempted with moderate success.		QUALITY OF SOUND, INCLUDING PITCH & INTONATION	Moderate achievement of intermediate quality is emerging but may vary.	Good achievement of intermediate quality is established throughout the ensemble.	
			CONCENTRATION / FOCUS, STAMINA & RECOVERY	A good level of concentration is established, with occasional breaks. Stamina is moderately sufficient for intermediate challenges; frequent recoveries are moderately successful.	A good level of concentration is well-established, with occasional minor breaks. Stamina supports intermediate challenges; recoveries are usually applied with good success.		



INDIVIDUAL 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:*

- **RANGE, VARIETY, AND DEPTH OF TECHNICAL RESPONSIBILITIES:** *The range, variety, depth, and balanced distribution of class-appropriate technical responsibilities in the music—including (but not limited to) articulation; enunciation; attacks/releases; rhythms; and tempos.*
- **RANGE, VARIETY, AND DEPTH OF DYNAMIC AND EXPRESSIVE RESPONSIBILITIES:** *The range, variety, depth, and balanced distribution of class-appropriate dynamic and expressive responsibilities in the music—including (but not limited to) shaping; inflection; phrasing; expression; and idiomatic integrity.*
- **RANGE, VARIETY, AND DEPTH OF SIMULTANEOUS / LAYERED RESPONSIBILITIES:** *The range, variety, depth, and balanced distribution of additional layers of class-appropriate simultaneous physical and spacial responsibilities—including (but not limited to) body shaping/choreography; method of travel; staging; and relationship to the pulse center.*

SUB-CAPTION
SCORE
100

ACHIEVEMENT — *Who achieved the better:*

- **ARTICULATION AND RHYTHMIC CONTROL:** *The degree to which articulation and rhythmic skills are developed and achieved in all sections.*
- **DYNAMIC AND EXPRESSIVE CONTROL:** *The degree to which dynamic and expressive skills—including (but not limited to) shaping; inflection; phrasing; idiomatic interpretation; and expression—are developed and achieved.*
- **QUALITY OF SOUND, INCLUDING PITCH AND INTONATION:** *The degree to which the ability to control characteristic sound, tone quality, pitch accuracy, and intonation, is 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

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	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

Intermediate offerings are not present.	<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.</i>			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>								
	Moderate range &/or variety of emerging intermediate skills & responsibilities. Some may be more prominent & this may vary from section to section.			Good range, variety & depth of established intermediate skills & responsibilities, evenly distributed throughout the ensemble.			RANGE, VARIETY & DEPTH 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 simultaneous layering of emerging intermediate skills & responsibilities. This may vary from section to section.			Good range, variety & depth in the simultaneous layering of established intermediate skills & responsibilities, evenly distributed throughout the ensemble.			RANGE, VARIETY & DEPTH OF DYNAMIC & EXPRESSIVE RESPONSIBILITIES			Moderate range, variety & depth of simultaneous layering of emerging advanced skills & responsibilities. This may vary from section to section.			Good to strong range, variety & depth of the simultaneous layering of established advanced skills & responsibilities, evenly distributed throughout the ensemble.		

A foundation for intermediate achievement is not present.	<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.</i>			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>								
	Moderate achievement of intermediate skills is emerging but may vary.			Good achievement of intermediate skills is established throughout the ensemble.			ARTICULATION & RHYTHMIC 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 intermediate quality is emerging but may vary.			Good achievement of intermediate quality is established throughout the ensemble.			DYNAMIC & EXPRESSIVE CONTROL			Good achievement of advanced quality is emerging but may vary.			Strong achievement of advanced quality is established & sustained throughout the ensemble.		
	A good level of concentration is established, with occasional breaks. Stamina is moderately sufficient for intermediate challenges; frequent recoveries are moderately successful.			A good level of concentration is well-established, with occasional minor breaks. Stamina supports intermediate challenges; recoveries are frequently applied with good success.			QUALITY OF SOUND, INCLUDING PITCH & INTONATION			A high level of concentration is emerging, with occasional minor breaks. Stamina moderately supports advanced challenges; recoveries are usually applied with good success.			A high level of concentration is sustained with only minor breaks. Stamina supports advanced challenges; recoveries are quick, effective & discreet.		