



OVERALL EFFECT 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 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.*
- **MUSICAL CONTINUITY / FLOW:** *The degree and manner in which the musical phrases, ideas, and events flow and are connected over time to create a cohesive whole.*
- **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+ |



A CLASS OVERALL EFFECT 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.</i> | | | | | | | | |
| | Fundamental offerings are often presented singly. Basic coordination emerges between musical elements & occasionally achieves rudimentary effectiveness. | | | Fundamental offerings show basic coordination between musical elements & occasionally include a visual aspect to achieve basic effectiveness. | | | COORDINATION OF MUSICAL & VISUAL ELEMENTS | | | Emerging intermediate coordination involves important musical elements along with some visual aspects to achieve moderate intermediate effect. | | | Established intermediate coordination includes important musical & visual elements for good intermediate effect. | | |
| | Emerging writing fundamentals provide nascent levels. | | | Emerging writing fundamentals provide good basic levels. | | | MUSICAL CONTINUITY / FLOW | | | Emerging intermediate qualities provide moderate intermediate levels. | | | Established intermediate qualities provide good intermediate levels. | | |
| | Emerging pacing fundamentals offer very basic contrasts to achieve moments of rudimentary effect. | | | Established pacing fundamentals offer basic contrasts & impact points to achieve basic effectiveness over time. | | | PACING & CONTOURING OF MUSICAL EFFECTS | | | Emerging intermediate pacing offers moderate contrasts, impacts & some dynamic shaping to achieve basic dramatic contour over time. | | | Established intermediate pacing offers good variety of contrasts, impacts & contouring of dynamics & intensities to achieve intermediate dramatic contour over time. | | |
| | Fundamental offerings offer nascent effect in isolated moments. | | | Moderate variety of basic effects over time. | | | RANGE & VARIETY OF EFFECTS | | | Moderate range &/or variety of intermediate effects over time. | | | Good range & variety of intermediate effects over time. Depth is emerging. | | |
| | Nascent levels are emerging & vary over time. | | | Good basic levels are established & may vary over time. | | | ENTERTAINMENT / APPEAL | | | Moderate intermediate levels are emerging & may vary over time. | | | Good intermediate levels are established & may vary slightly over time. | | |

| | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|--|--|--|--|--|--|--|---|--|--|
| 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> | | | PERFORMER EFFECT | | | <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> | | | | | | | | |
| | Nascent achievement of the most fundamental skills is emerging. | | | Moderate achievement of a fundamental range of effects is established but may vary. | | | ACHIEVEMENT OF PLANNED EFFECTS | | | 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. | | |
| | Nascent achievement of the most fundamental skills is emerging. | | | Moderate achievement of fundamental skills is established but may vary. | | | ACHIEVEMENT OF EXPRESSIVE CONTOURS & QUALITIES | | | Moderate achievement of intermediate contours & qualities is established but may vary. | | | Good achievement of intermediate contours & qualities is established but may vary. | | |
| | 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 an emerging level but may vary. | | | Good achievement of an intermediate range of skills engages at a moderate level but may vary. | | |



OVERALL EFFECT MUSIC

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 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 |

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.*
- **MUSICAL CONTINUITY / FLOW:** *The degree and manner in which the musical phrases, ideas, and events flow and are connected over time to create a cohesive whole.*
- **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, 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.*
- **ENTERTAINMENT / APPEAL:** *The level of entertainment and appeal generated by the overall program.*
- **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 – *Who achieved the better:*

- **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.*
- **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.*
- **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.*
- **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

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 INTERMEDIATE 0 – 49 | BOX 2 EMERGING INTERMEDIATE | | | BOX 3 ESTABLISHED INTERMEDIATE | | | POINTS OF COMPARISON OPEN CLASS | BOX 4 EMERGING ADVANCED | | | BOX 5 ESTABLISHED ADVANCED | | |
|--|--------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|---|----------------------------|---------------|--------------|-------------------------------|---------------|---------------|
| | 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 range, variety, and depth 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> | | | | |
|---|---|--|--|----------------|--|--|--|--|---|--|--|
| | Emerging intermediate coordination involves important musical elements along with some visual aspects to achieve moderate intermediate effect. | Established intermediate coordination includes important musical & visual elements for good intermediate effect. | | | COORDINATION OF MUSICAL & VISUAL ELEMENTS | | | Emerging advanced coordination includes good levels of interesting & effective interaction within the music & between music & visual to create good advanced effect. | Established advanced coordination explores & layers the musical & visual aspects to create & sustain strong levels of interest & effect. | | |
| | Emerging intermediate qualities provide moderate intermediate levels. | Established intermediate qualities provide good intermediate levels. | | | MUSICAL CONTINUITY / FLOW | | | Emerging advanced qualities provide good advanced levels. | Established advanced qualities provide strong advanced levels. | | |
| | Emerging intermediate pacing offers moderate contrasts, impacts & some dynamic shaping to achieve basic dramatic contour over time. | Established intermediate pacing offers good variety of contrasts, impacts & contouring of dynamics & intensities to achieve intermediate dramatic contour over time. | | | PACING & CONTOURING OF MUSICAL EFFECTS | | | Emerging advanced pacing offers a good range & variety of developments, impacts & resolutions to achieve good dramatic contour over time. | Established advanced pacing offers a broad range & variety of developments, impacts & resolutions to sustain strong dramatic contour over time. | | |
| | Moderate range &/or variety of intermediate effects over time. | Good range & variety of intermediate effects over time. Depth is emerging. | | | RANGE & VARIETY OF EFFECTS | | | Moderate range, variety & depth of advanced effects over time. | Good to strong range, variety & depth of advanced effects over time. | | |
| | Moderate intermediate levels are emerging & may vary over time. | Good intermediate levels are established & may vary slightly over time. | | | ENTERTAINMENT / APPEAL | | | Moderate advanced levels are emerging & may vary slightly over time | Good to strong advanced levels are established & sustained over time. | | |
| | Emerging creativity in the use of an intermediate range of qualities & skills to explore a moderate range of effect options. | Established intermediate creativity in the use of an intermediate range of qualities & skills to create moderate interest & effect. | | | CREATIVITY | | | Emerging advanced creativity in the use of intermediate to advanced qualities & skills to create a good range of interest & effect. | Established advanced creativity & imagination in the use of advanced qualities & skills to create a broad range of interest & effect. | | |

| 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> | | | PERFORMER EFFECT | | | <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 an intermediate range of effects is emerging but may vary. | Good achievement of an intermediate range of effects is established but may vary. | | | ACHIEVEMENT OF PLANNED EFFECTS | | | Good achievement of an advanced range of effects is emerging but may vary. | Strong achievement of an advanced range of effects is established & sustained over time. | | |
| | Moderate achievement of intermediate contours & qualities is established but may vary. | Good achievement of intermediate contours & qualities is established but may vary. | | | ACHIEVEMENT OF EXPRESSIVE CONTOURS & QUALITIES | | | Good achievement of advanced contours & qualities is emerging but may vary. | Strong achievement of advanced contours & qualities is established & sustained throughout the ensemble. | | |
| | Moderate achievement of an intermediate range of skills engages at an emerging level but may vary. | Good achievement of an intermediate range of skills engages at a moderate level but may vary. | | | SHOWMANSHIP / COMMUNICATION / AUDIENCE ENGAGEMENT | | | Good achievement of an advanced range engages at a very good level but may vary. | Strong achievement of an advanced range of skills engages at a high level throughout. | | |
| | Moderate clarity of intermediate qualities is emerging but may vary. | Good clarity of intermediate qualities is established but may vary. | | | CLARITY OF MUSICAL STYLE & IDENTITY | | | Good clarity of advanced qualities is established but may vary. | Strong clarity of advanced qualities is established & sustained throughout. | | |