



Showband

GENERAL EFFECT

Band _____ Class _____ Event _____

Evaluate each caption below based on the criteria reference. Performances will be evaluated with the understanding that the vocabulary and content of a program (the “what”), in combination with the performance level (the “how”), will determine the achievement level. It is impossible to consider these elements separately.

REPERTOIRE EFFECTIVENESS	SHOWMANSHIP EFFECTIVENESS
<i>Consider the quality of:</i>	<i>How successful were the performers in:</i>
Contribution for Enrichment/Enhancement of all elements Range of Variety of Effects Creativity /Imagination Pacing/Continuity/Unity Coordination/Staging	Musicality/ Artistry Emotion Achieved Effects Communication of Roles Entertainment Professionalism Engagement
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><u>SCORE</u> 100 Points</p> </div>

BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
Never Discovers	Seldom Experiences	Sometimes Knows	Frequently Understands	Consistently Applies
40-49.9	50-64.9	65-79.9	80-92.4	92.5-100
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

SUB CAPTION SPREADS			
Very Comparable	Minor Differences	Definite Differences	Significant Differences
1 – 3 Points	4 – 6 Points	7 – 9 points	10 or more points

Judge's Name _____ Judge's Signature _____

TOTAL SCORE (200)

REPERTOIRE EFFECTIVENESS

- 10-15** The repertoire lacks evidence of design choices. Planned events are not achieved.
- 16-45** The program is unclear and underdeveloped. The program utilizes a limited range of emotional, aesthetic, or intellectual effects. There is a limited variety of compositional choices including textures, orchestration and opportunities for contribution from performers. Musical pacing and continuity are broken throughout and does not lead the audience through the intended emotional response. The program lacks unity. Musicians have limited opportunities to demonstrate musicality, phrasing and style throughout the performance. Staging attempts are only occasionally coordinated with the musical repertoire. Incompletion may limit scoring potential.
- 46-75** The program is generally clear and moderately developed. The program utilizes effects that include emotional, aesthetic, and intellectual. Compositional choices including texture, orchestration and contribution from most performers are present within the composition. Unity of design elements exists sometimes. Use of pacing and continuity highlights individual moments for audience response. Opportunities to demonstrate musicality, phrasing, and style exists through portions of the performance. Visual staging supports the basic elements of the musical repertoire. The program may still be a work in progress.
- 76-95** The program is clear and well developed. The program utilizes a range and variety of effects that include emotional, aesthetic, and intellectual. A variety of compositional choices including textures, orchestration, and contribution from all performers enhance the value of the program. Musical pacing is achieved and leads the audience through the intended responses. The repertoire offers an expanded range of musicality, phrasing, and style throughout the performance. Performers are staged well to enhance the musical repertoire and achieve visual intended effects.
- 96-100** The program is consistently clear and fully developed. The program integrates a complete range of intellectual, aesthetic, and emotional effects. The wide variety of compositional choices including textures, orchestration, and contribution from all performers offer a superlative range of musicality, phrasing, and style throughout the performance. Musical pacing is seamless throughout the program. The music and visual staging are fully integrated and consistently complementary.

SHOWMANSHIP EFFECTIVENESS

- 10-15** Performers are not aware of the program, and there is no evidence of training.
- 16-45** The performers lack the skills of phrasing, musicality, and artistry. Effects are only achieved coincidentally. The performers rarely demonstrate understanding of role through engagement of the audience in intended effect. A lack of professionalism restricts performers' ability to engage, entertain, and communicate to their audience. The chosen repertoire is consistently incompatible with the ensemble's maturity. Incompletion may limit the performers' opportunity to demonstrate showmanship.
- 46-75** The ensemble demonstrates a more consistent use of phrasing, musicality, and artistry to achieve planned effects. The performers demonstrate their knowledge of role throughout the program. Audience engagement and emotion are communicated with professionalism as performers demonstrate their knowledge of showmanship. The program may still be a work in progress, but performers have ample opportunities to demonstrate showmanship through their efforts.
- 76-95** The ensemble demonstrates excellent use of phrasing, musicality, and style. Musicians express a range and variety of emotions to engage the audience. The performers display a confident understanding of role. Communication is consistent throughout the show as a whole. Performers demonstrate professionalism as they entertain through a variety of effects.
- 96-100** Performers apply exceptional achievement in phrasing, musicality, and style. Musicians express a full range of effects including intellectual, emotional, and aesthetic. Performers' mastery of communication and professionalism allow the ensemble to engage and entertain the audience through the entire show. The ensemble always displays consistently high achievement with ease. This demonstration of exceptionally mature technique allows performers to manipulate audience responses at will.