



Showband PERCUSSION

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	EXECUTION & TECHNIQUE
<i>Consider the quality of:</i>	<i>How successful were the performers in:</i>
Ensemble Cohesiveness/Uniformity	Timing Control
Level of Difficulty	Ensemble Cohesiveness
Dynamics	Uniformity (sticking, posture, drill movement)
Balance/ Blend	Showmanship (Spirit, Intensity, entertainment)
Control	Drill Movement/Staging
Creativity/Artistry	
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> SCORE 100 Points </div>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> SCORE 100 Points </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 (100)

<p style="text-align: center;">REPERTOIRE EFFECTIVENESS</p>	<p style="text-align: center;">EXECUTION & TECHNIQUE</p>
<p>10-15 The repertoire lacks evidence of design choices. Planned events are not achieved.</p>	<p>10-15 Performers are not aware of the program, and there is no evidence of training.</p>
<p>16-45 The program is unclear and underdeveloped. The program utilizes a limited range of emotional, aesthetic, or intellectual effects. 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. The composition rarely displays quality of cohesion between the percussion section and the band proper. Rarely are the range and depth of the performance techniques, creativity, imagination, and simultaneous responsibilities evident. Rarely is there uniformity of interpretation evident.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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. Performers demonstrate professionalism as they entertain through a variety of effects.</p>
<p>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.</p>	<p>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.</p>