

1 General Effect VISUAL

Band Name: _____

Event & Date: _____

Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components contributes to the effect. The performers are measured partly through excellence and, more significantly, in their ability to communicate the product to the audience.

Effectiveness of the Repertoire

- ♪ Coordination
- ♪ Pacing
- ♪ Concept
- ♪ Interpretation of the music
- ♪ Tension & Release
- ♪ Impact & Climaxes
- ♪ Aesthetic elements
- ♪ Intellectual & Emotional Appeal
- ♪ Creativity & Originality

100

Effectiveness of the Performers

- ♪ Communication
- ♪ Emotional intensity
- ♪ Nuances
- ♪ Expressive effect
- ♪ Excellence as effect






100

JUDGE: _____

MAXIMUM
TOTAL: **200**

200

1 General Effect *VISUAL*

						
40	44	45 47 52 54	55 60 68 74	75 80 88 94	95	100
<u>The Repertoire</u>						
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100		
<ul style="list-style-type: none"> ▪ Displays effective <u>coordination among the visual elements</u> ▪ Displays effective <u>coordination between the musical and visual</u> components ▪ Displays the <u>concept</u> clearly ▪ Creates effective <u>interpretation</u> through <u>body</u> and/or <u>form</u> and/or <u>equipment</u> ▪ Shows <u>creativity</u> and <u>originality</u> in the use of the components ▪ Offers consistent <u>pacing</u> through which the audience is engaged ▪ Displays effective <u>staging of elements</u> and <u>timing of effects</u> ▪ Offers <u>aesthetic</u> and <u>intellectual</u> considerations ▪ Creates an <u>emotional</u> value for the audience ▪ Delivers a <u>variety</u> of effects 						
<i>The level of reward is achieved by weighing all factors of effect</i>						
<u>The Performers</u>						
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100		
<ul style="list-style-type: none"> ▪ Display an effective level of <u>communication</u> with the audience ▪ Offer a variety of <u>roles</u> and <u>identities</u> ▪ Display an <u>emotional intensity</u> ▪ Deliver a high level of <u>excellence</u> to contribute to the effect ▪ Offer an <u>understanding</u> of their responsibilities ▪ Help <u>engage</u> the audience 						

2 General Effect *MUSIC*

Band Name: _____

Event & Date: _____

Evaluate the effectiveness of the program and the performers. The ability to maintain a connection with the audience through a combination of components contributes to the effect. The performers are measured partly through excellence and, more significantly, in their ability to communicate the product to the audience.

Effectiveness of the Repertoire

- ♪ Coordination
- ♪ Pacing
- ♪ Concept
- ♪ Tension & Release
- ♪ Impact & Climaxes
- ♪ Aesthetic elements
- ♪ Intellectual & Emotional Appeal
- ♪ Creativity & Originality

100

Effectiveness of the Performers

- ♪ Communication
- ♪ Emotional intensity
- ♪ Nuances
- ♪ Expressive effect
- ♪ Excellence as effect
- ♪ Musicianship as effect






100

JUDGE: _____

MAXIMUM
TOTAL: **200**

200

2 General Effect *MUSIC*

 40 44	 45 47 52 54	 55 60 68 74	 75 80 88 94	 95 100
<u>The Repertoire</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Displays effective <u>coordination among the musical elements</u> ▪ Displays effective <u>coordination between the musical and visual</u> components ▪ Displays the <u>concept</u> clearly ▪ Creates effective <u>complement to the idiomatic style</u> of the entire program ▪ Shows <u>creativity</u> and <u>originality</u> in the use of the components ▪ Offers consistent <u>pacing</u> through which the audience is engaged ▪ Displays effective presentation of <u>climaxes</u> and <u>impacts</u> ▪ Offers <u>aesthetic</u> and <u>intellectual</u> considerations ▪ Creates an <u>emotional</u> value for the audience ▪ Delivers a <u>variety</u> of effects 				
<i><u>The level of reward is achieved by weighing all factors of effect</u></i>				
<u>The Performers</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Display an effective level of <u>communication</u> with the audience ▪ Display an <u>emotional intensity</u> ▪ Deliver a high level of <u>excellence</u> to contribute to the effect ▪ Offer an <u>understanding</u> of their responsibilities ▪ Help <u>engage</u> the audience ▪ Maintain the <u>shaping</u> and <u>contouring</u> of the program ▪ Deliver the <u>nuances</u> and <u>detail</u> 				

3 Ensemble VISUAL

Band Name: _____

Event & Date: _____

Evaluate the skill of the writing team through the composing process. Evaluate the overall skill of the performers through their ACHIEVEMENT, which measures their ability to perform the responsibilities not only of the visual but also to perform the visual in combination with their musical responsibilities.

Composing Process

- ♪ Logical development over time
- ♪ Depth and layering over time
- ♪ Totality and unity
- ♪ Variety in design
- ♪ Use of stage, color and props in design
- ♪ Clarity of emphasis
- ♪ Musical structure, phrasing and nuances

100

Achievement

- ♪ Demonstration of ensemble training
- ♪ Technique for ensemble cohesiveness
- ♪ Clarity of form, body and movement
- ♪ Precision through the ensemble
- ♪ Variety of responsibilities
- ♪ Challenge of responsibilities






100

JUDGE: _____

MAXIMUM
TOTAL: 200

200

3 Ensemble VISUAL

 40 44	 45 47 52 54	 55 60 68 74	 75 80 88 94	 95 100
<u>The Composing Process</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Displays an <u>integrated</u> and <u>unified</u> development ▪ Displays quality of composition in body and/or form and/or equipment ▪ Displays the phrasing and the musical structure ▪ Creates a display of elements of design ▪ Shows a creativity or originality and/or variety ▪ Offers detail and nuance through expression and design ▪ Displays emphasis and/or totality ▪ Offers a display of challenge to the performers ▪ Displays any auxiliary in a complimentary and integrated manner 				
<i>The level of reward is achieved by weighing all factors of ensemble visual</i>				
<u>Achievement: The Ensemble</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Display an effective level of <u>communication</u> with the audience ▪ Display an <u>emotional intensity</u> ▪ Deliver a high level of <u>excellence</u> to contribute to the effect ▪ Offer an <u>understanding</u> of their responsibilities ▪ Help <u>engage</u> the audience ▪ Maintain the <u>shaping</u> and <u>contouring</u> of the program ▪ Deliver the <u>nuances</u> and <u>detail</u> 				

4 Ensemble *MUSIC*

Band Name: _____

Event & Date: _____

Evaluate the achievement of the musical ensemble. All parts of the ensemble, (winds & percussion) contribute to the success of the performance. Recognize the complexity of what is being performed and acknowledge how well it is performed.

Achievement of Musicianship

- ♪ Shaping
- ♪ Inflection
- ♪ Phrasing
- ♪ Expression
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge
- ♪ Consideration of the totality of the environment

100

Sound / Tuning / Technique

- ♪ Consistency of timbre and sonority
- ♪ Tuning of winds and percussion
- ♪ Breath support and embouchure
- ♪ Balance of winds and percussion
- ♪ Balance of winds to percussion
- ♪ Cohesiveness with respect to tempo
- ♪ Demonstration of articulation
- ♪ Consideration of the totality of the environment

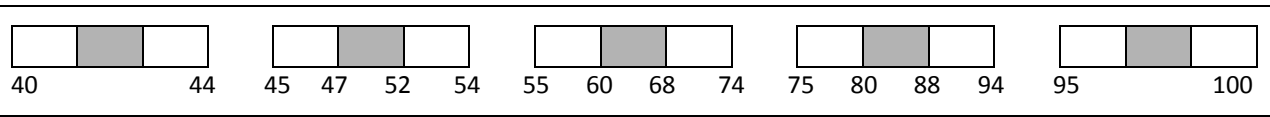
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JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

4 Ensemble *MUSIC*



Musicianship: The Ensemble

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrates quality phrasing in winds and percussion
- Presents quality accentuation in winds and percussion
- Presents uniform accentuation in winds and percussion
- Demonstrates uniform dynamics in winds and percussion
- Presents appropriate style for any chosen idiom
- Musicianship is not limited or affected by environmental challenges
- Demonstrates a range of musical demands with quality and control

The level of reward is achieved by weighing all factors of ensemble musicianship

Sound / Tuning / Technique: The Ensemble

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrates focused phrasing and centered pitch
- Presents characteristic tone in winds and percussion
- Presents proper tuning within/between winds and percussion
- Displays control of tone in winds and percussion
- Presents proper balance within/between sections
- Demonstrates control of precision and tempo
- Presents rhythmic interpretation within/among sections
- Works with environmental challenges

5 Individual VISUAL

Band Name: _____

Event & Date: _____

Evaluate the overall skill of the performers through their ACHIEVEMENT, which measures their ability to perform the responsibilities not only of the visual, but also to perform the visual in combination with their musical responsibilities.

Technique & Training

- ♪ Demonstration of fundamentals of chosen technique
- ♪ Individual alignment and intended variations
- ♪ Qualities and variations of effort among individuals
- ♪ Demonstration of principles of balance, posture, weight shifts, etc.
- ♪ Poise, confidence and recovery
- ♪ Variations among equipment/instrument(s)
- ♪ Demonstration of control of challenges in meter and velocity

100

Achievement

- ♪ Variety of responsibilities
- ♪ Challenge(s) of the visual repertoire
- ♪ Timing of feet and choreography
- ♪ Overall control of form and music
- ♪ Spacing and alignment of form in small segments
- ♪ Precision with respect to the challenge(s)

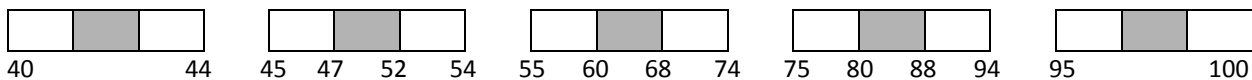
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JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

5 Individual VISUAL



Technique & Training: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display clearly defined and refined styles of movement
- Display carefully defined footwork for any and all situations
- Display a variety of visual challenges
- Create a defined display of general principles of movement
- Show clearly defined expressive qualities
- Offer poise and assuredness with an understanding of recovery
- Display an understanding of training
- Offer clearly defined technique and training through auxiliary equipment
- Display an understanding of their overall environment of performance

The level of reward is achieved by weighing all individual factors

Achievement: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Display achievement in space and line
- Offer a clarity of articulation in any auxiliary equipment
- Display control over visual responsibilities
- Deliver a high level of precision
- Offer an understanding of their responsibilities
- Control the musical challenge(s) that are simultaneously occurring

6 Individual *MUSIC*

Band Name: _____

Event & Date: _____

Evaluate the overall skill of the performers through their ACHIEVEMENT, which measures their ability to perform the responsibilities not only of the visual, but also to perform the visual in combination with their musical responsibilities.

Achievement of Musicianship

- ♪ Shaping
- ♪ Inflection
- ♪ Phrasing
- ♪ Expression
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge(s)
- ♪ Consideration of the total environment

100

Method & Timing

- ♪ Note accuracy and tuning
- ♪ Attacks and releases
- ♪ Uniformity of articulation
- ♪ Enunciation
- ♪ Tongue and stick/mallet control
- ♪ Arm and wrist techniques for percussionists
- ♪ Control of tempo and pulse
- ♪ Depth of the physical challenges
- ♪ Depth of the environmental challenges

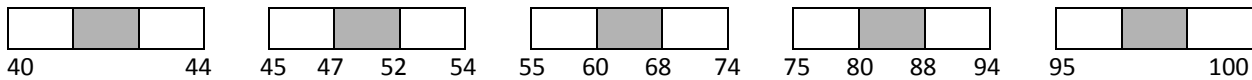
100

JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

6 Individual *MUSIC*



Musicianship: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrate quality phrasing and expression
- Demonstrate a variety of dynamics with quality and control
- Demonstrate uniform idiomatic interpretation
- Demonstrate the subtleties and nuances of the music
- Demonstrate musical challenges within their environment
- Demonstrate a range of musical demands with quality and control
- Demonstrate phrases uniformly with expression from beginning to end
- Demonstrate techniques characteristic of high quality playing

The level of reward is achieved by weighing the achievement of all musicians

Method & Timing: The Individuals

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrate proper articulation
- Demonstrate dexterity with control where applicable
- Demonstrate a control of rhythm and tempo
- Demonstrate achievement in attacks and releases
- Demonstrate quality and control of airflow
- Demonstrate pitch that is focused and centered individually and in small groups
- Demonstrate characteristic tone individually and in small groups

7 Auxiliary

Band Name: _____

Event & Date: _____

Credit the orchestration and content of the program with respect to the various combinations and isolations of form, body, and equipment. Reward the excellence with which the program is achieved through an equal consideration of content, vocabulary, and performance.

Program Content & Vocabulary

- ♪ Use of form, body and equipment
- ♪ Use of expressive components of space, time, weight and flow
- ♪ Variety of movement
- ♪ Visual musicality
- ♪ Staging and spacing
- ♪ Integration with winds and percussion
- ♪ Use of the auxiliary within the overall design
- ♪ Totality and unity
- ♪ Clarity of emphasis
- ♪ Musical structure, phrasing and nuances

100

Achievement through form, body and equipment

- ♪ Demonstration of training
- ♪ Compatibility
- ♪ Clarity of form, body and equipment
- ♪ Accuracy and precision
- ♪ Variety of responsibilities
- ♪ Clarity of style and technique
- ♪ Considerations of the overall environment
- ♪ General expressive and technical skills






100

JUDGE: _____

**MAXIMUM
TOTAL: 200**

200

7 Auxiliary

 40 44	 45 47 52 54	 55 60 68 74	 75 80 88 94	 95 100
<u>Content & Vocabulary: The Auxiliary</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Display <u>visual musicality</u> through form, body and equipment ▪ Display <u>depth, variety and layering</u> in form, body and equipment ▪ Display a <u>range</u> of quality expression in space, time, weight, and flow ▪ Display a variety of <u>challenges</u> among the performers ▪ Display an understanding of <u>unity and totality</u> ▪ Show <u>detail</u> and <u>nuance</u> in the overall content ▪ Is an <u>integral part</u> of the overall design and the design process ▪ Display <u>creativity and invention</u> ▪ Display <u>quality staging</u> 				
<i>The level of reward is achieved by weighing the achievement of all musicians</i>				
<u>Achievement: The Auxiliary</u>				
<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
<ul style="list-style-type: none"> ▪ Display a consistent <u>compatibility</u> between the performers and their responsibilities ▪ Show a consistent <u>achievement</u> of all responsibilities and the <u>ability to recover</u> ▪ Deliver an achievement of <u>expressive opportunities</u> through form, body and equipment ▪ Demonstrate <u>articulation</u> and <u>precision</u> with respect to time and position ▪ Demonstrate <u>training</u> effortlessly in dealing with form, body and equipment ▪ Offer success in dealing with <u>roles</u> and <u>overall identity</u> ▪ Demonstrate an <u>understanding</u> of responsibilities ▪ Demonstrate an overall achievement of <u>technique(s) and style(s)</u> 				

8A

Individual PERCUSSION

Band Name: _____

Prelims / Field

Event & Date: _____

Reward the training, skills and achievements of the battery and front ensemble. Recognize the quality of musicianship and variety of techniques. Provide a representative sampling and evaluation of the performance while considering A) the depth of musical, environmental and physical challenges, and B) the degree of simultaneous responsibilities.

Achievement of Musicianship

- ♪ Shaping
- ♪ Phrasing
- ♪ Expression
- ♪ Tuning
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge(s)
- ♪ Consideration of the total environment
- ♪ Communication within and among sections

100

Quality of Technique

- ♪ Timing and rhythmic accuracy
- ♪ Clarity and uniformity of articulation
- ♪ Consistency of timbre, blend and balance
- ♪ Stick and mallet control
- ♪ Technical proficiency
- ♪ Note accuracy (for keyboards and other pitched instruments)
- ♪ Appropriate/effective arm and wrist techniques
- ♪ Control of tempo and pulse
- ♪ Depth of the musical and physical challenges
- ♪ Depth of the environmental challenges

100

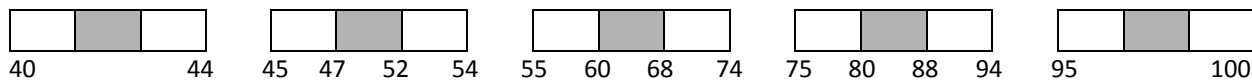
JUDGE: _____

MAXIMUM
TOTAL: 200

200

8A Individual PERCUSSION

Prelims / Field



Musicianship: The Individual Percussionists

<p><u>RARELY</u> (Poor) 40 – 44</p>	<p><u>INFREQUENTLY</u> (Fair) 45 – 54</p>	<p><u>SOMETIMES</u> (Good) 55 – 74</p>	<p><u>USUALLY</u> (Excellent) 75 – 94</p>	<p><u>ALWAYS</u> (Superior) 95 – 100</p>
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- Communicate clear, meaningful and expressive musical passages with a sense of role and purpose
- Demonstrate consistent shape and direction in unified musical ideas
- Communicate intended style tastefully and accurately
- Communicate intended idiom clearly
- Demonstrate consistent quality tuning throughout the section

The level of reward is achieved by weighing the achievement of all individuals

Quality of Technique: The Individual Percussionists

<p><u>RARELY</u> (Poor) 40 – 44</p>	<p><u>INFREQUENTLY</u> (Fair) 45 – 54</p>	<p><u>SOMETIMES</u> (Good) 55 – 74</p>	<p><u>USUALLY</u> (Excellent) 75 – 94</p>	<p><u>ALWAYS</u> (Superior) 95 – 100</p>
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- Demonstrate control of timing and rhythm
- Display consistent tempo control
- Display clarity of articulation
- Demonstrate consistency of timbre, blend and balance
- Demonstrate an awareness of all responsibilities
- Achieve musical/physical demands requiring ability and skill throughout the program
- Demonstrate a variety of musical techniques with quality and control
- Demonstrate control of pitch by timpanist(s)
- Display proficiency and uniformity of technique(s)

8B

Ensemble PERCUSSION

Band Name: _____

Finals / Press Box

Event & Date: _____

Reward the training, skills and achievements of the battery and front ensemble. Recognize the quality of musicianship and variety of techniques. Provide a representative sampling and evaluation of the performance while considering A) the depth of musical, environmental and physical challenges, and B) the degree of simultaneous responsibilities.

Achievement of Musicianship

- ♪ Shaping
- ♪ Phrasing
- ♪ Expression
- ♪ Tuning
- ♪ Idiomatic interpretation
- ♪ Depth of the musical challenge(s)
- ♪ Consideration of the total environment
- ♪ Communication within and among sections

100

Quality of Technique

- ♪ Timing and rhythmic accuracy
- ♪ Clarity and uniformity of articulation
- ♪ Consistency of timbre, blend and balance
- ♪ Ensemble cohesiveness
- ♪ Note accuracy (for keyboards and other pitched instruments)
- ♪ Control of tempo and pulse
- ♪ Depth of the musical and physical challenges
- ♪ Depth of the environmental challenges

100

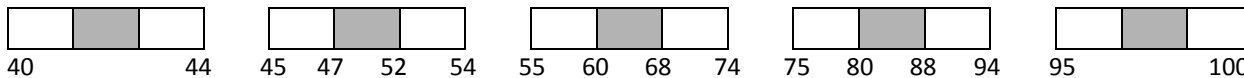
JUDGE: _____

MAXIMUM
TOTAL: 200

200

8B Ensemble PERCUSSION

Finals / Press Box



Musicianship: The Percussion Ensemble

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Communicate clear, meaningful and expressive musical passages with a sense of role and purpose
- Demonstrate consistent quality and sonority in unified musical ideas
- Communicate intended style tastefully and accurately
- Communicate intended idiom clearly
- Demonstrate characteristic timbre and quality of sound throughout the section
- Demonstrate musicality and the subtleties of expression and interpretation

The level of reward is achieved by weighing the achievement of the ensemble as a whole

Quality of Technique: The Percussion Ensemble

<u>RARELY</u> <i>(Poor)</i> 40 – 44	<u>INFREQUENTLY</u> <i>(Fair)</i> 45 – 54	<u>SOMETIMES</u> <i>(Good)</i> 55 – 74	<u>USUALLY</u> <i>(Excellent)</i> 75 – 94	<u>ALWAYS</u> <i>(Superior)</i> 95 – 100
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- Demonstrate control of timing and rhythm
- Display consistent tempo control
- Display clarity of articulation
- Demonstrate consistency of timbre, blend and balance
- Demonstrate an awareness of all responsibilities
- Achieve musical/physical demands requiring ability and skill throughout the program
- Demonstrate a variety of musical techniques with quality and control
- Demonstrate control of timing and rhythm
- Display proficiency and uniformity of technique(s)