



The Ohio Indoor Performance Association

Judges signature _____

ARTISTRY
CONCERT PERCUSSION ENSEMBLES

Credit the quality of effect or workmanship displayed through program composition and performance fulfillment.

PROGRAM

The Musical Journey
Creativity
Clarity of Thought

FULFILLMENT

Communication
Musicianship
Presence
Idiomatic Interpretation
Expression
Excellence as it relates to Effectiveness

200

300

TOTAL

500

REGIONAL A CLASS

**WGI Sport of the Arts PERCUSSION
Artistry – 2008**

Credit the quality of effect or workmanship displayed through program composition and performance fulfillment.

<p>Class A (Basic Concepts)</p> <p>Open Class (Intermediate Concepts)</p> <p>World Class (Advanced Concepts)</p>	P R O G R A M	<p>Who had the greater understanding/achievement as it relates to...</p> <p>The Musical Journey: “The culmination of those elements within a written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion.”</p> <p>Creativity: “The ability, through imaginative compositional skill, to produce a written work capable of eliciting audience/listener response.”</p> <p>Clarity of Thought: “Clear presentation of design ideas through appropriate orchestration and performance.”</p>	<p>Class A & Open Class = Readiness for next class</p> <p>World Class = Sets New Standards</p>									
	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6						
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently							
Program Fulfillment	0	99	100	119	120	159	160	179	180	193	194	200
	0	149	150	179	180	239	240	269	270	290	291	300
Learning Steps	Experience	Discover	Know	Understand	Apply							
<p>Class A (Basic Concepts)</p> <p>Open Class (Intermediate Concepts)</p> <p>World Class (Advanced Concepts)</p>	F U L F I L L M E N T	<p>Who had the greater understanding/achievement as it relates to...</p> <p>Communication: “The ability of the ensemble to express compositional and/or musical ideas effectively through performance.”</p> <p>Musicianship: “The interpretive art of the written musical score.”</p> <p>Presence: “The quality of poise and performance effectiveness that enables the ensemble to achieve a close relationship with the audience.”</p> <p>Excellence as it relates to Artistry: “The proficiency of technical skills and virtuosity that enable the performer(s) to elicit an appropriate response from the listener.”</p> <p>Idiomatic Interpretation: “The combination of creative writing and musical performance that enable the performers to convey the appropriate “feel” and style of the music.”</p> <p>Expression: “The ability of the ensemble through performance to portray the musical indication of feeling.”</p>	<p>Class A & Open Class = Readiness for next class</p> <p>World Class = Sets New Standards</p>									
Program Spreads	1 — 4	5 — 8	9 — 13	14 & Up								
Fulfillment Spreads (Tenths per Sub Caption)	1 — 6	7 — 12	13 — 19	20 & Up								
	Very Comparable	Minor Differences	Definitive Differences	Significant Differences								



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GENERAL EFFECT MARCHING PERCUSSION ENSEMBLES

Credit all of the musical/visual elements in an ensemble's presentation that combine to display an effective and entertaining program. Credit the successful communication of the ensemble's identity and message through the quality blend of creativity and performance. Credit the performers' ability to connect with the audience. The music drives the visual in creating an effective presentation.

MUSIC EFFECT

Communication
Musicianship
Creativity
Blend & Balance
Excellence as it relates to Effect
Expression
Idiomatic Interpretation

OVERALL EFFECT

Communication
Audio/Visual Coordination
Imagination/Creativity
Pacing/Continuity
Impact/Resolution
Range of Effects
Entertainment

200

200

TOTAL

400

REGIONAL A CLASS

WGI Sport of the Arts PERCUSSION General Effect – 2008

Credit all of the musical/visual elements in the ensemble's presentation that combine to display an effective and entertaining program. Credit the successful communication of the ensemble's identity and message through the quality blend of creativity and performance. Credit the performer's ability to connect with the audience. The music drives the visual in creating an effective presentation.

<p>Class A (Basic Concepts)</p> <p>Open Class (Intermediate Concepts)</p> <p>World Class (Advanced Concepts)</p>	<p>M U S I C E F F E C T</p>	<p>Who had the greater understanding/achievement as it relates to...</p> <p>Communication: “The performance techniques that connect musically with the audience.”</p> <p>Musicianship: “The interpretive art of the music.”</p> <p>Creativity: “The uniqueness and freshness of the musical program.”</p> <p>Blend and Balance: “The measure of the performers’ understanding of and commitment to the musical effects of the entire ensemble.”</p> <p>Excellence as it relates to Effect: “The proficiency of technical skills or virtuosity that elicits a response from the listener.”</p> <p>Expression: “The range of dynamics as a whole. The ability to convey a wide range of nuances through artistic control.”</p> <p>Idiomatc Interpretation: “The ability to convey the appropriate “feel” and style of the music.”</p>	<p>Class A & Open Class = Readiness for next class</p> <p>World Class = Sets New Standards</p>				
	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6	
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently		
Numerical Range	0 99	100 119	120	159	160 179	180 193	
Learning Steps	Experience	Discover	Know	Understand	Apply		
<p>Class A (Basic Concepts)</p> <p>Open Class (Intermediate Concepts)</p> <p>World Class (Advanced Concepts)</p>	<p>O V E R A L E F F E C T</p>	<p>Who had the greater understanding/achievement as it relates to...</p> <p>Communication: “The performance techniques that connect with the audience.”</p> <p>Audio/Visual Coordination: “The presentation and delivery of the music and the visual in such a way as to enhance each other throughout the program.”</p> <p>Imagination: “The ability to present the known idea with an effective and unique variation.”</p> <p>Creativity: “The successful and effective utilization of an original musical/visual concept.”</p> <p>Pacing: “The planning of effects through time to manipulate response.”</p> <p>Impact/Climax/Resolution: “The result of musical/visual phrases that punctuate the program ideas.”</p> <p>Range of Effects: “The variety and depth of development within each planned effect.”</p> <p>Entertainment: “That quality which engages and captivates the audience.”</p>	<p>Class A & Open Class = Readiness for next class</p> <p>World Class = Sets New Standards</p>				
Sub Caption Spreads (Tenths per Sub Caption)	1 — 4		5 — 8		9 — 13		14 & Up
	Very Comparable		Minor Differences		Definitive Differences		Significant Differences



The Ohio Indoor Performance Association

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PERFORMANCE ANALYSIS MARCHING PERCUSSION ENSEMBLES

The basis for analyzing an ensemble's performance is the demonstration of percussion excellence displayed by the members of the ensemble, both collectively and individually. The ensemble's level of performance achievement (excellence) should be based upon the musical, rhythmic and physical demands placed on the performers.

COMPOSITION

Musical Content
Technical Content
Simultaneous Responsibility
Clarity of Intent

PERFORMANCE QUALITY

Musicianship
Segmental Clarity (Rhythmic)
Uniformity of Techniques
Ensemble Cohesiveness

150

250

TOTAL

400

REGIONAL A CLASS

WGI Sport of the Arts PERCUSSION Performance Analysis – 2008

Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

		Who had the greater understanding/achievement as it relates to...											
Class A (Basic Concepts) Open Class (Intermediate Concepts) World Class (Advanced Concepts)	C O M P O S I T I O N	Who had the greater understanding/achievement as it relates to...										Class A & Open Class = Readiness for next class World Class = Sets New Standards	
		Musical Content: “The ability to demonstrate a wide variety of musical styles and nuances.”		Technical Content: “The degree of skill and stamina required to play the written book.”			Simultaneous Responsibility: “The combination of musical and visual responsibilities.”			Clarity of Intent: “The ability to deliver the clear and balanced intent of the written score.”			
		Box 1	Box 2	Box 3		Box 4		Box 5		Box 6			
Descriptors		Never	Rarely	Sometimes		Frequently		Consistently					
Composition Performance		0	74	75	89	90	119	120	134	135	145	146	150
		0	124	125	149	150	199	200	224	225	242	243	250
Learning Steps		Experience	Discover	Know		Understand		Apply					
Class A (Basic Concepts) Open Class (Intermediate Concepts) World Class (Advanced Concepts)	P E R F O R M A N C E	Who had the greater understanding/achievement as it relates to...										Class A & Open Class = Readiness for next class World Class = Sets New Standards	
		Musicianship: “The art of making music.”		Segmental Clarity: “The ability of each segment to demonstrate rhythmic accuracy.”			Uniformity of Technique: “The consistency of implement control in the chosen technical style.”			Ensemble Cohesiveness: “The ability of the ensemble to maintain rhythmic stability.”			
Composition Spreads		1 — 3		4 — 6		7 — 10		11 & Up					
Performance Spreads		1 — 5		6 — 10		11 — 16		17 & Up					
(Tenths per Sub Caption)		Very Comparable		Minor Differences		Definitive Differences		Significant Differences					



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PERFORMANCE ANALYSIS MARCHING PERCUSSION ENSEMBLES

The basis for analyzing an ensemble's performance is the demonstration of percussion excellence displayed by the members of the ensemble, both collectively and individually. The ensemble's level of performance achievement (excellence) should be based upon the musical, rhythmic and physical demands placed on the performers.

COMPOSITION

Musical Content
Technical Content
Simultaneous Responsibility
Clarity of Intent

PERFORMANCE QUALITY

Musicianship
Segmental Clarity (Rhythmic)
Uniformity of Techniques
Ensemble Cohesiveness

150

250

TOTAL

400

REGIONAL A CLASS

**WGI Sport of the Arts PERCUSSION
Performance – 2008**

The ensemble's level of performance achievement (excellence) should be based upon the musical and rhythmic demands placed on the performers.

Class A (Basic Concepts) Open Class (Intermediate Concepts) World Class (Advanced Concepts)	C O M P O S I T I O N	Who had the greater understanding/achievement as it relates to...					Class A & Open Class = Readiness for next class World Class = Sets New Standards
		Musical Content: “Refers to musical score requirements placed upon the performers ability to convey the depth of musical style and nuance to the listener.”	Technical Content: “Refers to those qualities within the written musical score that demonstrate the acquired level of technical proficiency and musical virtuosity of the performers.”	Clarity of Intent: “Refers to the ability of the composer/composition to provide a clear and balanced musical listening experience.”			
		Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
Descriptors		Never	Rarely	Sometimes	Frequently	Consistently	
Composition		0 99 100	119 120	159 160	179 180	193 194	200
Performance		0 149 150	179 180	239 240	269 270	290 291	300
Learning Steps		Experience	Discover	Know	Understand	Apply	
Class A (Basic Concepts) Open Class (Intermediate Concepts) World Class (Advanced Concepts)	P E R F O R M A N C E	Who had the greater understanding/achievement as it relates to...					Class A & Open Class = Readiness for next class World Class = Sets New Standards
		Musicianship: “Is the demonstration of those acquired performance techniques necessary to convey dynamics, expression, idiomatic interpretation & phrasing to the listener.”	Quality of Sound: “The ability of the performer(s) to produce a mature, professional sound quality through technical skill and instrumental proficiency.”	Clarity: “Is the ability of the performers on an individual and ensemble basis to accurately present the technical and musical intent of the composition.”	Technique: “Is the demonstration of appropriate implement control throughout the performance.”	Cohesiveness: “Is the ability of the entire ensemble to maintain both vertical and horizontal rhythmic stability.”	
Composition Spreads		1 — 4	5 — 8	9 — 13	14 & Up		
Performance Spreads		1 — 6	7 — 12	13 — 19	20 & Up		
(Tenths per Sub Caption)		Very Comparable	Minor Differences	Definitive Differences	Significant Differences		



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VISUAL MARCHING PERCUSSION ENSEMBLES

Credit the visual design, the reflection of the music and the performance of the ensemble. The music must always drive the visual.

COMPOSITION

Quality of Orchestration
Visual Musicality
Clarity of Intent
Staging
Creativity/Variety
Attention to Detail
Unity of Elements
Simultaneous Responsibility

PERFORMANCE QUALITY

Ensemble Control
Accuracy
Recovery
Uniformity
Articulation of Body/Equipment
Adherence to Style/Role
Presence

100

100

TOTAL

200

REGIONAL A CLASS

