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**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**

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**WORLD CLASS**

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

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

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

200

### OVERALL EFFECT

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

200

TOTAL 400

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# WORLD 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.*

<b>Class A</b> (Basic Concepts)  <b>Open Class</b> (Intermediate Concepts)  <b>World Class</b> (Advanced Concepts)	<b>M</b> <b>U</b> <b>S</b> <b>I</b> <b>C</b>  <b>E</b> <b>F</b> <b>F</b> <b>E</b> <b>C</b> <b>T</b>	<b>Who had the greater understanding/achievement as it relates to...</b>						<b>Class A &amp; Open Class =</b> Readiness for next class  <b>World Class =</b> Sets New Standards
		<b>Communication:</b> "The performance techniques that connect musically with the audience." <b>Musicianship:</b> "The interpretive art of the music." <b>Creativity:</b> "The uniqueness and freshness of the musical program." <b>Blend and Balance:</b> "The measure of the performers' understanding of and commitment to the musical effects of the entire ensemble." <b>Excellence as it relates to Effect:</b> "The proficiency of technical skills or virtuosity that elicits a response from the listener." <b>Expression:</b> "The range of dynamics as a whole. The ability to convey a wide range of nuances through artistic control." <b>Idiomatic Interpretation:</b> "The ability to convey the appropriate "feel" and style of the music."						
		<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>	<b>Box 6</b>	
<b>Descriptors</b>		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Consistently</b>		
<b>Numerical Range</b>		<b>0      99</b>	<b>100      119</b>	<b>120</b>	<b>159</b>	<b>160      179</b>	<b>180      193</b>	<b>194      200</b>
<b>Learning Steps</b>		<b>Experience</b>	<b>Discover</b>	<b>Know</b>	<b>Understand</b>	<b>Apply</b>		
<b>Class A</b> (Basic Concepts)  <b>Open Class</b> (Intermediate Concepts)  <b>World Class</b> (Advanced Concepts)	<b>O</b> <b>V</b> <b>E</b> <b>R</b> <b>A</b> <b>L</b>  <b>E</b> <b>F</b> <b>F</b> <b>E</b> <b>C</b> <b>T</b>	<b>Who had the greater understanding/achievement as it relates to...</b>						<b>Class A &amp; Open Class =</b> Readiness for next class  <b>World Class =</b> Sets New Standards
		<b>Communication:</b> "The performance techniques that connect with the audience." <b>Audio/Visual Coordination:</b> "The presentation and delivery of the music and the visual in such a way as to enhance each other throughout the program." <b>Imagination:</b> "The ability to present the known idea with an effective and unique variation." <b>Creativity:</b> "The successful and effective utilization of an original musical/visual concept." <b>Pacing:</b> "The planning of effects through time to manipulate response." <b>Impact/Climax/Resolution:</b> "The result of musical/visual phrases that punctuate the program ideas." <b>Range of Effects:</b> "The variety and depth of development within each planned effect." <b>Entertainment:</b> "That quality which engages and captivates the audience."						
<b>Sub Caption Spreads</b> (Tenths per Sub Caption)		1 — 4	5 — 8	9 — 13	14 & Up			
		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

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# WORLD 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.*

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



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## PERFORMANCE CONCERT 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 and rhythmic demands placed on the performers.

### COMPOSITION

Musical Content  
Technical Content  
Clarity of Intent

### PERFORMANCE QUALITY

Musicianship  
Quality of Sound  
Clarity  
Technique  
Cohesiveness

200

300

TOTAL

500

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# WORLD 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.*

<p><b>Class A</b> (Basic Concepts)</p> <p><b>Open Class</b> (Intermediate Concepts)</p> <p><b>World Class</b> (Advanced Concepts)</p>	<b>C O M P O S I T I O N</b>	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Musical Content:</b> “Refers to musical score requirements placed upon the performers ability to convey the depth of musical style and nuance to the listener.”</p> <p><b>Technical Content:</b> “Refers to those qualities within the written musical score that demonstrate the acquired level of technical proficiency and musical virtuosity of the performers.”</p> <p><b>Clarity of Intent:</b> “Refers to the ability of the composer/composition to provide a clear and balanced musical listening experience.”</p>	<p><b>Class A &amp; Open Class =</b> Readiness for next class</p> <p><b>World Class =</b> Sets New Standards</p>			
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>	<b>Box 6</b>
<b>Descriptors</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Consistently</b>	
<b>Composition Performance</b>	<b>0 99 100</b>	<b>119 120</b>	<b>159 160</b>	<b>179 180</b>	<b>193 194</b>	<b>200 201</b>
	<b>0 149 150</b>	<b>179 180</b>	<b>239 240</b>	<b>269 270</b>	<b>290 291</b>	<b>300 301</b>
<b>Learning Steps</b>	<b>Experience</b>	<b>Discover</b>	<b>Know</b>	<b>Understand</b>	<b>Apply</b>	
<p><b>Class A</b> (Basic Concepts)</p> <p><b>Open Class</b> (Intermediate Concepts)</p> <p><b>World Class</b> (Advanced Concepts)</p>	<b>P E R F O R M A N C E</b>	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Musicianship:</b> “Is the demonstration of those acquired performance techniques necessary to convey dynamics, expression, idiomatic interpretation &amp; phrasing to the listener.”</p> <p><b>Quality of Sound:</b> “The ability of the performer(s) to produce a mature, professional sound quality through technical skill and instrumental proficiency.”</p> <p><b>Clarity:</b> “Is the ability of the performers on an individual and ensemble basis to accurately present the technical and musical intent of the composition.”</p> <p><b>Technique:</b> “Is the demonstration of appropriate implement control throughout the performance.”</p> <p><b>Cohesiveness:</b> “Is the ability of the entire ensemble to maintain both vertical and horizontal rhythmic stability.”</p>	<p><b>Class A &amp; Open Class =</b> Readiness for next class</p> <p><b>World Class =</b> Sets New Standards</p>			
<b>Composition Spreads</b>	1 — 4	5 — 8	9 — 13	14 & Up		
<b>Performance Spreads</b>	1 — 6	7 — 12	13 — 19	20 & Up		
<b>(Tenths per Sub Caption)</b>	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

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# WORLD CLASS

## WGI Sport of the Arts PERCUSSION

Visual – 2008

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

		<b>Who had the greater understanding as it relates to...</b>						
<p style="text-align: center;"><b>Class A</b> (Basic Concepts)</p> <p style="text-align: center;"><b>Open Class</b> (Intermediate Concepts)</p> <p style="text-align: center;"><b>World Class</b> (Advanced Concepts)</p>	<b>C O M P O S I T I O N</b>	<p><b>Quality of Orchestration:</b> “Horizontal – The <i>logical progression</i> of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The <i>layering or combination</i> of design choices to enhance the intent and unity of the audio/visual composition.”</p> <p><b>Visual Musicality:</b> “The visual representation and enhancement of all aspects of the musical program.”</p> <p><b>Clarity of Intent:</b> “The ability of the designer to make the compositional intent clear.”</p> <p><b>Staging:</b> “The proper placement of the elements to present the audio/visual.”</p> <p><b>Creativity/Variety:</b> “The uniqueness and freshness of the visual program.”</p> <p><b>Attention to Detail:</b> “Deliberate consideration of technical, logistical and expressive subtleties.”</p> <p><b>Unity of Elements:</b> “The purposeful agreement among the elements of design.”</p> <p><b>Simultaneous Responsibility:</b> “The combination of visual responsibilities layered upon the musical responsibilities required of the performers.”</p>					<p style="text-align: center;"><b>Class A &amp; Open Class =</b> Readiness for next class</p> <p style="text-align: center;"><b>World Class =</b> Sets New Standards</p>	
		<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>	<b>Box 6</b>	
<b>Descriptors</b>		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Consistently</b>		
<b>Numerical Range</b>		<b>0      49</b>	<b>50      59</b>	<b>60                      79</b>	<b>80                      89</b>	<b>90                      96</b>	<b>97                      100</b>	
<b>Learning Steps</b>		<b>Experience</b>	<b>Discover</b>	<b>Know</b>	<b>Understand</b>	<b>Apply</b>		
<p style="text-align: center;"><b>Class A</b> (Basic Concepts)</p> <p style="text-align: center;"><b>Open Class</b> (Intermediate Concepts)</p> <p style="text-align: center;"><b>World Class</b> (Advanced Concepts)</p>	<b>P E R F O R M A N C E</b>	<p style="text-align: center;"><b>Who had the greater achievement as it relates to...</b></p> <p><b>Ensemble Control:</b> “The ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line.”</p> <p><b>Accuracy:</b> “The degree of precision relative to the quality of the performance.”</p> <p><b>Recovery:</b> “The timely and appropriate adjustment to inconsistencies in the presentation.”</p> <p><b>Uniformity:</b> “The consistent manor of approach (Ensemble).”</p> <p><b>Articulation of Body / Equipment:</b> “The clear distinct and uniform approach to the use of body and equipment (Individual).”</p> <p><b>Adherence to Style / Role:</b> “The consistent application of a chosen style or role.”</p> <p><b>Presence:</b> “The ability of the performers to elevate the written program beyond technical accuracy.”</p>					<p style="text-align: center;"><b>Class A &amp; Open Class =</b> Readiness for next class</p> <p style="text-align: center;"><b>World Class =</b> Sets New Standards</p>	
<b>Sub Caption Spreads</b> (Tenths per Sub Caption)		1 — 2		3 — 4		5 — 7		8 & Up
		Very Comparable		Minor Differences		Definitive Differences		Significant Differences