

# REGION MARCHING BAND COMMENT SHEET

## TONE: Brass, Woodwind, Percussion Performance

Poor (V)	Below Average (IV)	Average (III)	Excellent (II)	Superior (I)
<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their instrument, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper</u> concepts of balance and blend of sounds, and produces an <u>undesirable</u> and <u>inappropriate</u> sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their instrument and musical style of performance, and <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of sounds, and <u>does not produce</u> a desirable or appropriate sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>average</u> characteristic tone qualities for their instrument and musical style of performance, however, <u>they lose control at times</u>.</li> <li>Student performers demonstrate an <u>adequate</u> awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but <u>there are several flaws</u>.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of sounds to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>above average</u> characteristic tone qualities for their instrument and musical style of performance, but <u>there are some minor lapses</u>.</li> <li>Student performers demonstrate an awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, however, <u>there are some flaws</u>.</li> <li>For the <u>most part</u> student performers demonstrate an excellent concept of balanced musical lines and blend of sounds within their section to produce an appropriate sonority of music performed, but <u>there are some minor lapses</u>.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>highly developed</u> characteristic tone qualities for their instrument and musical style of performance with <u>minimal lapses</u>.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within their section with a <u>few minor flaws</u>.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>

## MUSICIANSHIP: Ensemble Performance

Poor (V)	Below Average (IV)	Average (III)	Excellent (II)	Superior (I)
<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>unsatisfactory</u>.</li> <li><u>Little or no evidence</u> of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in <u>little or no</u> contrast for music performed.</li> <li>The ensemble exhibits <u>little or no</u> control of all aspects of rhythm, tempo and pulse.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>.</li> <li><u>Little evidence</u> of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in <u>little contrast</u> for music performed.</li> <li>The ensemble exhibits <u>little</u> control of all aspects of rhythm, tempo, and pulse.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>.</li> <li>Clear, meaningful and expressive shaping of musical passages is <u>somewhat</u> evident within and between sections of the ensemble, <u>but is not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and pulse with <u>some lapses</u>.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>excellent</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is <u>somewhat</u> evident within and between sections of the ensemble, but there are some inconsistencies.</li> <li>At times, an excellent use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits above average control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>superior</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is <u>often achieved</u> within and between sections of the ensemble with some minor breaks in phrases.</li> <li><u>Throughout the majority of the performance</u>, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is <u>exceptional</u>.</li> </ul>

## MARCHING: Execution

Poor (V)	Below Average (IV)	Average (III)	Excellent (II)	Superior (I)
<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate poor posture and body carriage, and <u>fail to maintain</u> carriage of equipment.</li> <li>Students demonstrate <u>inappropriate</u> foot placement for length of step and style of stride being utilized, and <u>there are major inconsistencies</u>.</li> <li>There is <u>inconsistency</u> in marching in step and there is <u>little or no recovery from error</u>.</li> <li>For this classification, the ensemble demonstrates poor alignment in linear forms (ranks, files, diagonals, etc.) <u>with major flaws</u>, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are <u>inconsistent, lack definition, and are generally unreadable</u>.</li> <li>Students demonstrate poor application of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> posture and body carriage, and <u>fail to maintain consistent</u> carriage of equipment.</li> <li>Students demonstrate <u>inadequate</u> foot placement for length of step and style of stride being utilized, and <u>there are many inconsistencies</u>.</li> <li>There is <u>inconsistency</u> in marching in step and <u>recovery from errors is sluggish</u>.</li> <li>The ensemble demonstrates below average alignment in linear forms (ranks, files, diagonals, etc.) with <u>many flaws</u>, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are <u>inconsistent and lack definition</u>.</li> <li>Students demonstrate below average application of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>average</u> uniformity of posture and body carriage, and maintain carriage of equipment, <u>with some lapses</u>.</li> <li>Students demonstrate adequate foot placement for length of step and style of stride being utilized, but <u>there are inconsistencies</u>.</li> <li>There is <u>inconsistency</u> in marching in step, and <u>recovery from errors is slow</u>.</li> <li>The ensemble demonstrates adequate alignment in linear forms (ranks, files, diagonals, etc.) <u>with several flaws</u>, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are <u>inconsistent and lack visual precision</u>.</li> <li>Students demonstrate an average application of timing, spacing and halts required to define all forms present in the design of the drill, but <u>there are errors</u>.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>above average</u> uniformity of posture and body carriage, and maintain carriage of equipment with <u>some minor lapses</u>.</li> <li>Students demonstrate <u>above average</u> foot placement for length of step and style of stride being utilized, but <u>there are inconsistencies</u>.</li> <li>There is <u>inconsistency</u> in marching in step, and recovery from errors is not always immediate.</li> <li>The ensemble demonstrates above average alignment in linear forms (ranks, files, diagonals, etc.) and visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.), however, <u>there are some flaws</u>.</li> <li>Students demonstrate excellent application of timing, spacing and halts required to define all forms present in the design of the drill <u>with some flaws</u>.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate a <u>high degree</u> of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment.</li> <li>Students <u>effectively</u> demonstrate proper foot placement for length of step and style of stride being utilized.</li> <li>Students demonstrate a <u>high level of consistency</u> in marching in step with quick recovery from errors.</li> <li>The ensemble demonstrates a <u>high level of achievement</u> in linear forms (ranks, files, diagonals, etc.) and visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.) with minor lapses.</li> <li>Students demonstrate a <u>high level of achievement</u> of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>

## Drill/Integration of Marching Components

Poor (V)	Below Average (IV)	Average (III)	Excellent (II)	Superior (I)
<ul style="list-style-type: none"> <li>For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are <u>unsatisfactory</u> for the drill design of the presentation.</li> <li>The ensemble combines the visual program with the musical elements in a poor manner with <u>little or no continuity</u>.</li> <li>The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is poor with <u>no consistency</u>.</li> <li>The ensemble projects <u>little or no</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are <u>inadequate</u> for the drill design of the presentation.</li> <li>The ensemble combines the visual program with the musical elements in below average manner.</li> <li>The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is <u>inadequate</u> and is <u>very inconsistent</u>.</li> <li>The ensemble projects <u>very little</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are <u>adequate</u> for the drill design of the presentation.</li> <li>The ensemble combines the visual program with the musical elements in an adequate manner, but <u>flow and continuity of presentation are affected</u>.</li> <li>The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is <u>adequate</u>, but <u>there are inconsistencies</u>.</li> <li>The ensemble projects <u>little</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are above average for the drill design of the presentation.</li> <li>The ensemble combines the visual program with the musical elements in an <u>appropriate</u> manner, <u>but flow and continuity of presentation are affected</u>.</li> <li>The ensemble visually enhances the musical presentation through staging and choreography of the written program in an above average manner with <u>some inconsistencies</u>.</li> <li>The ensemble projects <u>some</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are at a <u>high level</u> for the drill design of the presentation.</li> <li>The ensemble combines the visual program with the musical elements in a <u>convincing</u> manner to maximize flow and continuity of presentation.</li> <li>The ensemble visually enhances the musical presentation through staging and choreography of the written program in a superior manner.</li> <li>The ensemble projects <u>exceptional</u> attention to detail and uniformity of apparel.</li> </ul>