

# PERCUSSION

# Music



## Marching Percussion Ensembles

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

### Composition

#### Orchestration

#### *Elements of Composition (Design)*

*Melody*

*Harmony*

*Rhythm*

*Dynamics*

*Range of Content*

*Variety*

*Continuity*

**Clarity of Intent**

**Simultaneous Responsibilities**

### Performance Quality

#### Sound Production

**Musicianship**

**Rhythmic Clarity**

**Uniformity**

**Ensemble Cohesiveness**

**Rudimentary Development**

**Training/Variety of Techniques**

## Composition

Who had the greater understanding/achievement as it relates to...

**Orchestration:** Introductory to Basic planning to convey musical ideas.

**Elements of Composition:** Introductory to Basic use of melody, harmony, rhythm, and dynamics.

**Range of Content:** Introductory to Basic musical and technical repertoire/vocabulary and most likely repetitious.

**Variety:** Introductory use of instrumentation, color, texture, timbre, intensity and tempo (limited and repetitious).

**Continuity:** Introductory demonstration of flow and form to the presented musical ideas.

**Clarity of Intent:** Introductory presentation of compositional direction.

**Simultaneous Responsibility:** Limited to introductory layering with drill, simple body positions, and gestures.

Readiness for A Class will be demonstrated by the clarity of planning, continuity, and intent of the composition

**Novice Class**

Introductory

Skills

**Box 1**

**Box 2**

**Box 3**

**Box 4**

**Box 5**

Descriptors

Never

Rarely

Sometimes

Frequently

Consistently

Numerical Range

0 to 49

50 to 59

60 to 79

80 to 89

90- 100

Learning Steps

Experience

Discover

Know

Understand

Applies

## Performance

Who had the greater understanding/achievement as it relates to...

**Sound Production:** Introductory to Basic ability of the performers to play with good balance, blend, and quality.

**Musicianship:** Introductory to Basic ability of the performers to elevate the technical composition through musical expressions and dynamics.

**Rhythmic Clarity:** The accuracy of the rhythmic intent as communicated by the performers.

**Uniformity:** Introductory to Basic approach by the performers to demonstrate technique, phrasing, and quality of sound.

**Ensemble Cohesiveness:** The level of established and maintained pulse with good rhythmic stability by the performers both vertically and horizontally on an introductory level.

**Rudimentary Development:** The performance of introductory rudimentary knowledge.

**Training/Variety of Technique:** The performer's demonstration of an adequate level of training and technique to succeed with an introductory range of repertoire.

Readiness for A Class will be demonstrated by the clear demonstration of training, technique, and rudimentary skill.

**Novice Class**

Introductory

Skills

# PERCUSSION

## General Effect



### Marching Percussion Ensembles

Credit all of the musical/visual elements in a unit's presentation that combine to display an introductory effective and entertaining program.

Credit the successful communication of a unit'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.

#### 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/Climax/Resolution**

**Range of Effects**

**Presence**

**Entertainment**

## Music Effect

<b>Novice Class</b>  Introductory  Skills	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Communication:</b> Simple performance techniques that connect musically with the audience.</p> <p><b>Musicianship:</b> Clear, introductory interpretation of the music.</p> <p><b>Creativity:</b> The introductory demonstration of a musical program that has value, expression, and imagination.</p> <p><b>Blend &amp; Balance:</b> The performer’s introductory demonstration of their responsibility to the musical effects of the entire ensemble.</p> <p><b>Excellence as it Relates to Effect:</b> The proficiency of introductory technical skills that elicit a response from the listener.</p> <p><b>Expression:</b> The range of dynamics and the ability to convey an introductory range of nuances – May be limited or repetitious.</p> <p><b>Idiomatic Interpretation:</b> The ability to convey the appropriate feel and style of the music.</p>	Readiness for A Class will be demonstrated by clear Communication, Expression and Excellence
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	Box 1	Box 2	Box 3	Box 4	Box 5	
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90- 100	
Learning Steps	Experience	Discover	Know	Understand	Applies	

## Overall Effect

<b>Novice Class</b>  Introductory  Skills	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Communication:</b> Simple performance techniques that connect with the audience.</p> <p><b>Audio/Visual Coordination:</b> Introductory presentation/delivery of the music and visual as to enhance each other throughout the program.</p> <p><b>Imagination:</b> The clear, introductory presentation of the known idea/concept with effective variation.</p> <p><b>Creativity:</b> A successful and effective combination of new or previously used music with a new visual representation.</p> <p><b>Pacing:</b> Introductory demonstration of successful effect planning through time.</p> <p><b>Continuity:</b> The seamlessness to which one musical/visual idea connects to another.</p> <p><b>Impact/Climax/Resolution:</b> Introductory demonstration of musical/visual phrases that punctuate program ideas.</p> <p><b>Range of Effects:</b> Limited or repetitious effects with limited depth of development.</p> <p><b>Presence:</b> Beginner level of poise that creates a connection between audience and performer.</p> <p><b>Entertainment:</b> Holding the attention or interest of the audience.</p>	Readiness for A Class will be demonstrated by successful Communication, Pacing and Continuity that elicits a response from the viewer
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# PERCUSSION

## Visual



### Marching Percussion Ensembles

Credit the introductory visual design, the reflection of the music and the training, technique and performance of the ensemble.

#### Composition

##### Quality of Orchestration

Visual Musicality

Clarity of Intent

Staging

Creativity/Variety

Attention to Detail

Unity of Elements

Simultaneous Responsibilities

#### Performance Quality

##### Ensemble Control

Accuracy

Recovery

Uniformity

Articulation of Body/Equipment

Training and Technique

Presence

## Composition

Who had the greater understanding/achievement as it relates to...

**Quality of Orchestration:**

Horizontal – Introductory logical progression of ideas enhancing the intent and unity of the audio/visual composition.

Vertical – Minimal or repetitious layering of design choices that enhance the intent and unity of the audio/visual composition.

**Visual Musicality:** Introductory or repetitious representation of the musical program.

**Clarity of Intent:** Good to Very Good presentation of compositional direction.

**Staging:** Introductory design demonstrating proper placement of elements to present the audio/visual.

**Creativity/Variety:** Introductory design demonstrating a visual program that has value, expression or imagination.

**Attention to Detail:** Introductory or repetitious consideration of technical, logistical and expressive subtleties.

**Unity of Elements:** Introductory demonstration of agreement among the elements of design.

**Simultaneous Responsibility:** Introductory, limited or repetitious layered combinations of musical and visual responsibilities.

**Readiness for A Class will be demonstrated by the layered responsibilities, attention to detail, and intent of the composition**

**Novice Class**

Introductory

Skills

**Box 1**

**Box 2**

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Numerical Range

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Learning Steps

Experience

Discover

Know

Understand

Applies

## Performance

Who had the greater understanding/achievement as it relates to...

**Ensemble Control:** The introductory ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line.

**Accuracy:** The introductory degree of precision relative to the quality of performance.

**Recovery:** The demonstrated knowledge of a need for adjustment to inconsistencies in the presentation.

**Uniformity:** The introductory demonstration of a consistent approach to the visual presentation (Ensemble).

**Articulation of Body/Equipment:** The introductory uniform approach to the use of body and/or equipment (Individual).

**Training and Technique:** The clear demonstration of training and techniques to successfully perform the intended composition.

**Presence:** The seen and felt confidence of the performers elevating the technical composition to a higher level.

**Readiness for A Class will be demonstrated by the level of training and technique with good uniformity and articulation.**

**Novice Class**

Introductory

Skills