



# 2015 Visalia Band Review

Band: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Date: 10/17/2015  
 Judge: \_\_\_\_\_

## Percussion - Parade/Street

<p>R E P E R T O I R E</p>	<p>Musical Design (Arrangement/ Composition)          Musical Content - Variety          Difficulty/ Individual Demand          Balance-Projection-Dynamics          Phrasing-Style-Interpretation          Use of Elements          Tone - Texture</p>	<p><b>30 Points</b></p>
<p>E X E C U T I O N</p>	<p>Clarity - (Blend &amp; Balance)          Precision          Tempo Control          Uniformity of Technique          Musicianship</p>	<p><b>40 Points</b></p>
<p>E F F E C T</p>	<p>Excellence of Arrangement          Discipline - Spirit - Pride          Communication of Style          Musical Effect          Entertainment Value</p>	<p><b>30 Points</b></p>
<p><b>Comments:</b></p>		<p><b>Max: 100</b></p>

## Parade/Street Percussion Criteria Reference

### Composition Criteria - Credit creative design and interpretation

13-15	16-19	18-21	22-26	27-30
Content and variety are lacking. There is little variety in terms of rhythmic, dynamic, or musical content. Phrasing is not evident.	Content displays a limited range of vocabulary. Dynamic variation may be present, but not exhibited by all members. Phrasing may still be unclear and content is repetitive.	Content displays a moderate variety of vocabulary and level of difficulty. Elements are balanced and dynamic contrast is sometimes evident. Musical phrasing is evident and logical.	Content is well developed and offers a broader range of vocabulary, difficulty, and a well-defined style. All the elements presented are of good quality. Musical phrasing is logical and artistic.	Content offers a broad range of vocabulary, difficulty, and well-defined style. All aspects of design are appropriate in length and proportion to individual program. Elements are used in an innovative and musically expressive manner.

### Execution Criteria - Credit technical and expressive achievement.

17-20	21-24	25-30	31-35	36-40
The performers are inadequately trained to demonstrate fundamentals. There is no uniformity, and breaks are constant. Lack of clarity is making most of the music unreadable.	The performers show some understanding but technical qualities are inconsistent and still developing. Breaks are frequent, recovery is attempted. Tempo may be inconsistent and moments lacking clarity are making some of the music less readable.	The performers achieve a more consistent uniformity of technique and style. Elements of content are developing and increasingly achieved. Breaks can still occur, recovery is evident. Tempo integrity is demonstrated by most members of the group.	The performers show a solid understanding of technique and display a consistent level of poise and command. Concentration and stamina are consistently displayed. control and confidence. Lack of clarity is infrequent, and recovery is immediate.	The performers always display a superior uniform development of advanced technique and musicality. Artistic expression is inherent in the approach. Balance, clarity, and readability of sound is second nature and the performers convey a good understanding of these skills.

### Effect Criteria - Credit musical effect through achievement, design, continuity, and showmanship

13-15	16-19	18-21	22-26	27-30
The performers do not generate any effect. Excellence, spirit, style, musicality, and continuity are not present or not understood.	The performers do generate some occasional moments of effect. Musicality and showmanship is immature and only occasionally communicative.	The performers do generate moderately successful effect through multiple facets. Musicality and showmanship are developing and usually communicative.	The performers generate consistent successful effect through most facets. Musicality and showmanship are well developed and highly communicative.	The performers always generate constant successful effect through all facets. Musicality and showmanship are well developed and always communicative at the highest level.