

# TOURNAMENT OF BANDS

## FIELD COORDINATOR

School: \_\_\_\_\_

Date: \_\_\_\_\_

Each band will be given a total time of (15) minutes at home shows and (14) minutes at ACC to set up, perform and exit. Each performance shall run a minimum of (7) minutes to a maximum of (10) minutes. ALL PLAYING and MANEUVERING must cease at (10) minutes. All judging will continue to the end of the performance.

**A single percussionist providing a beat for cadence purposes shall be the only playing permitted after (10) minutes.**

DIVISION

OPEN CLASS

A CLASS

FESTIVAL

### STUDENT COUNT

	MUSICIANS	AUXILIARY
GROUP 1 (1-30)		
GROUP 2 (31-50)		
GROUP 3 (51-75)		
GROUP 4 (76+)		

### TIMING

TOTAL TIME (MAX.15 Min regular season)	
TOTAL TIME (MAX.14 Min. ACC )	
PERFORMANCE (MAX.10 MINUTES)..	

### ASSESSMENT

Timing (Rule 11) .....	0.5 per 15 seconds	
* No UNDERTIME in September/All Penalty in October/November Competition Area (Rule 5).....	0.1 per occurrence	
Adult Interference/Coaching (Rule 7/17).....	1.0	
National Flag Code (Rule 19) .....	1.0	
Late to the line (Rule 12).....	2.0	
Pre-recorded Music (Rule 15 - performance block).....	2.0	
Group size confirmation (Rule 1/13).....	5.0	
Pyrotechnic/CO2/Helium/Stadium light/Animal (Rule 9/10)...	DQ	

CLARIFICATIONS: \_\_\_\_\_

\_\_\_\_\_

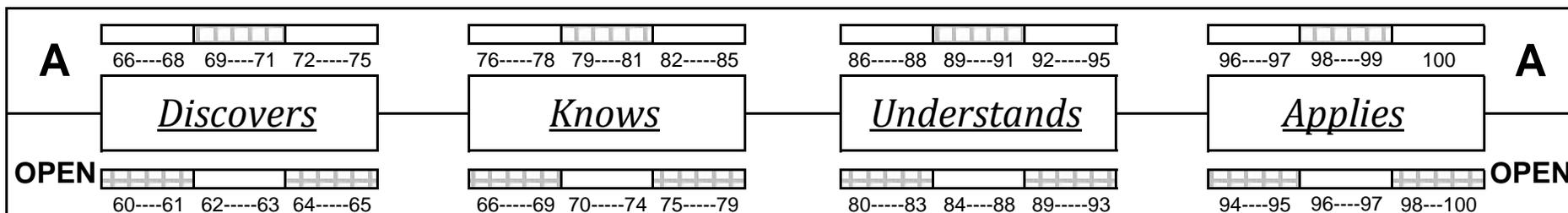
JUDGE SIGNATURE: \_\_\_\_\_

TOTAL ASSESSMENT

--

# VISUAL: INDIVIDUAL

# 20 POINT CAPTION

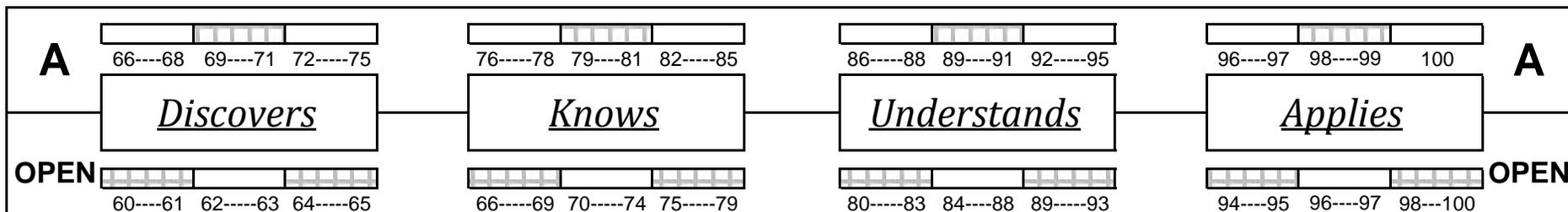


CONTENT	SCORE 100	ACHIEVEMENT	SCORE 100
<ul style="list-style-type: none"> <li>* DEPTH OF FORM, BODY AND EQUIPMENT RESPONSIBILITIES</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* USE OF EXPRESSIVE COMPONENTS</li> <li>* CHANGES IN METER, PULSE AND TEMPO</li> </ul>		<ul style="list-style-type: none"> <li>* DEMONSTRATION OF TRAINING</li> <li>* DEMONSTRATION OF EXPRESSIVE QUALITIES</li> <li>* CLARITY, TIMING, ARTICULATION OF BODY, FORM AND EQUIPMENT</li> <li>* PRECISION WITH RESPECT TO CHALLENGE</li> <li>* CONCENTRATION, STAMINA AND RECOVERY</li> </ul>	

<ul style="list-style-type: none"> <li>* What is the <b>depth and range</b> of individual responsibilities of form, body and equipment, including those <b>related to the other members</b> of the unit?</li> <li>* What is the depth and range of <b>layered responsibilities</b> of playing an instrument, moving through forms and moving around the field manipulation the body position and handling equipment? <b>(This requires a significant approach to sampling by the judge to understand layering among musicians and auxiliary members.)</b></li> <li>* What is the <b>range and quality of expression through body, equipment and form</b>, given to the musicians and auxiliary?</li> <li>* Are there <b>musical challenges</b> such as meter, pulse, tempo and any of the wide variety of possibilities within pulse, tempo and meter?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all the other units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* Do students <b>consistently demonstrate training and strong</b> technique, whether as an individual demonstration or as part of collective demonstration a small group?</li> <li>* Do the students <b>realize</b> expression? Are the arms, torso, and muscles flexible when necessary, strong when necessary? Do the possible changes in speed and space occur with clarity and ease from one phase to the next or one moment to the next?</li> <li>* Is there strong clarity of <b>timing and articulation of body, form and equipment</b>? Articulation requires timing and it also requires and understanding of position of body and equipment.</li> <li>* Is there <b>precision</b> as part of achievement?</li> <li>* Do the students handle the challenges of the <b>environment?</b> for example-- distance, proximity, field condition.</li> <li>* Is there consistent <b>concentration, understanding of recovery and sustained stamina?</b></li> <li>* <b>In all these regards</b>, how do these students <b>compare</b> to other students in the competition?</li> </ul>
---	--

# VISUAL: ENSEMBLE

# 20 POINT CAPTION

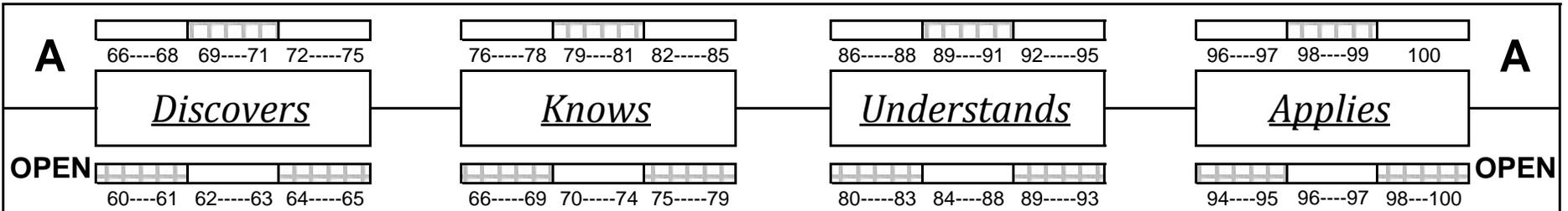


<b>COMPOSITION</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* QUALITY OF ORCHESTRATION</li> <li>* DEPTH AND BREATH OF DESIGN ELEMENTS OVER TIME</li> <li>* ENHANCES THE MUSICAL STRUCTURE</li> <li>* RANGE OF EXPRESSIVE COMPONENTS AND DETAIL</li> </ul>		<ul style="list-style-type: none"> <li>* CLARITY OF FORM, BODY AND EQUIPMENT</li> <li>* VARIETY OF RESPONSIBILITIES</li> <li>* CHALLENGE OF THE OVERALL ENVIRONMENT</li> <li>* CONSISTENCY AND PRECISION THROUGHOUT THE ENSEMBLE</li> </ul>	

<ul style="list-style-type: none"> <li>* Is the orchestration over time at any given moment <b>logical</b>? What is the <b>quality</b> of the orchestration?</li> <li>* How does the unit utilize the elements of <b>design and any principles of design</b>, such as unity for example? The elements are not a list but rather tools through which to create a depth of breadth of design.</li> <li>* What is the relationship to the <b>musical structure</b>? There are phrases, dynamics, accent, and many other developments in the music, one of the many <b>essential motivations</b> for the visual design</li> <li>* How Strong is the <b>expressive nature</b> of the design, through the choreographic totality? Expression has many approaches. In conjunction with the music, what is the range of the expressive design? Be watchful for details that contribute to breadth and depth.</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* Is there <b>clarity of design</b> in form, body, and equipment? Clarity is the derivative of understanding <b>what the students are doing and how well</b> they demonstrate their responsibilities.</li> <li>* How <b>precise and consistent</b> is the ensemble in demonstrating their <b>variety, depth, and range</b> of expressive and technical skills.</li> <li>* How well do the students demonstrate the <b>challenge of the overall environment</b>? The challenge includes (but limited to) separation in space, velocity, proximity, challenges of the music, and the layering of responsibilities.</li> <li>* How <b>precise and consistent</b> is the ensemble? Precision is an important part of achievement. Consistency over a production and or over the length of the program is also important. Do the performers demonstrate an <b>ability to recover</b>?</li> <li>* <b>In all these regard</b>, how do these students <b>compare</b> to the other students in the competition?</li> </ul>
---	--

# VISUAL: GENERAL EFFECT

# 20 POINT CAPTION

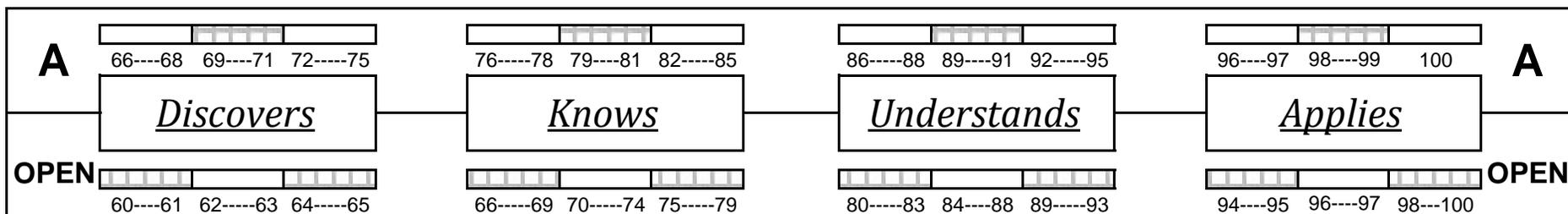


<b>REPERTOIRE</b>	<b>SCORE 100</b>	<b>PERFORMERS</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* AUDIENCE ENGAGEMENT</li> <li>* AUDIO AND VISUAL COORDINATION</li> <li>* INTERPRETATION OF THE MUSIC</li> <li>* VARIETY OF EFFECTS</li> <li>* CREATIVITY, ORIGINALITY AND ARTISTRY</li> </ul>		<ul style="list-style-type: none"> <li>* PERFORMERS ENGAGE THE AUDIENCE</li> <li>* DELIVERED / SUSTAINED THE EFFECTS</li> <li>* EMBODIED / SUSTAINED CHARACTER, ROLE, IDENTITY, STYLE</li> <li>* COMMUNICATED DETAIL, NUANCE, AND ARTISTIC QUALITIES</li> </ul>	

<ul style="list-style-type: none"> <li>* To what extent does the <b>realization of repertoire</b>, and conceptual vision, engage the audience through <b>compelling impact</b>, contour, shape, pace, development, etc over time?</li> <li>* How effective is the audio and visual <b>coordination</b>?</li> <li>* Does it speak with a <b>unified voice</b>?</li> <li>* How effective is the <b>interpretation</b> of the music through the use of form, body and equipment? Does it speak to the <b>scale and scope</b> of full field presentation?</li> <li>* Is there an extensive and dramatic <b>variety of effect</b> over time?</li> <li>* Is there a presence of <b>creativity and/or originality and/or artistry</b>?</li> <li>* How do each of these factors, collectively and individually, <b>compare</b> to each and all the others units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* How effectively do the performers <b>engage</b> the audience through their excellence, communication skill, and emotional commitment?</li> <li>* How effectively do the performers <b>deliver and sustain</b> the effect and effectiveness of the program?</li> <li>* How effectively do the performers <b>deliver and sustain</b> the roles, styles, or identity (ies) over time?</li> <li>* How effectively do the performers <b>deliver and sustain</b> details, nuance and artistic qualities?</li> <li>* <b>In all these regards</b>, how do these performers <b>compare</b> to other performers in the competition?</li> </ul>
--	---

# MUSIC: INDIVIDUAL

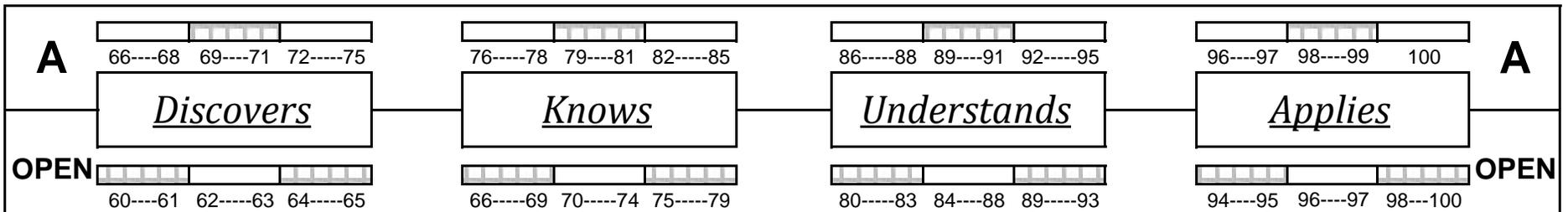
# 20 POINT CAPTION



<b>COMPOSITION</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* DEPTH OF MUSICAL VOCABULARY</li> <li>* DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* RANGE OF MUSICAL, PHYSICAL AND ENVIRONMENTAL CHALLENGES</li> </ul>		<ul style="list-style-type: none"> <li>* QUALITY OF TONE</li> <li>* ACCURACY OF PITCH AND INTONATION</li> <li>* PRECISION OF RHYTHMIC ACCURACY, TIMING AND CONTENT</li> <li>* CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION AND ARTICULATION</li> <li>* PRECISION OF CONTENT WITH RESPECT TO CHALLENGE</li> <li>* EXPRESSIVENESS AND MUSICIANSHIP</li> </ul>	
<ul style="list-style-type: none"> <li>* What is the <b>breadth and depth</b> of individual and shared responsibilities related to the musical vocabulary?</li> <li>* What is the depth and range of <b>technical and musical</b> skills?</li> <li>* What are <b>simultaneous or layered responsibilities</b> (including visual) of the musical performance?</li> <li>* What is the <b>range</b> of musical, physical and environmental challenge?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other units in the competition?</li> </ul>		<ul style="list-style-type: none"> <li>* To what degree do students demonstrate training and achievement in <b>quality of tone</b>?</li> <li>* To what degree do the students consistently demonstrate training in accuracy of <b>pitch and intonation</b>?</li> <li>* Is there consistent precision of rhythmic <b>accuracy and timing</b>?</li> <li>* Is <b>clarity and uniformity</b> of style, interpretation, and articulation consistently demonstrated?</li> <li>* Do the students consistently demonstrate <b>expressive qualities and musicianship</b>?</li> <li>* Considering all challenges, do the students <b>demonstrate musicality</b>?</li> <li>* <b>In all these regards</b>, how do these students <b>compare</b> to other students in the competition?</li> </ul>	

# MUSIC: ENSEMBLE

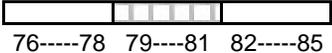
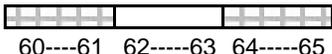
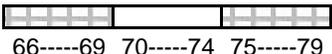
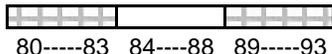
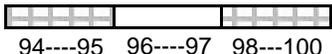
# 20 POINT CAPTION



<b>COMPOSITION</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* RANGE OF DESIGN VOCABULARY</li> <li>* QUALITY OF ORCHESTRATION</li> <li>* RANGE OF EXPRESSIVE COMPONENTS</li> <li>* RANGE AND APPROPRIATENESS OF MUSICAL DEVICES</li> <li>* RANGE OF MUSICAL CHALLENGES</li> </ul>		<ul style="list-style-type: none"> <li>* CLARITY OF DESIGN VOCABULARY</li> <li>* CONSISTENCY OF ENSEMBLE SONORITY AND INTONATION</li> <li>* CLARITY AND UNIFORMITY OF STYLE AND INTERPRETATION</li> <li>* APPROPRIATENESS OF BALANCE AND BLEND</li> <li>* PRECISION OF VERTICAL ALIGNMENT</li> <li>* RANGE OF MUSICAL, PHYSICAL AND ENVIRONMENTAL CHALLENGES</li> </ul>	
<ul style="list-style-type: none"> <li>* Are the elements inherent in the musical composition arrangement at the highest levels of design?</li> <li>* To what extent does the <u>orchestration/musical structure</u> lend itself to expressive motivation?</li> <li>* What <u>expressive components</u> create <u>depth and breadth</u> of design</li> <li>* What authentic, innovative and appropriate devices and structures are used in the musical design?</li> <li>* What is the <u>range</u> of musical challenges?</li> <li>* How do <u>each of these factors</u>, collectively and individually, <u>compare</u> to each and all the other units in the competition?</li> </ul>		<ul style="list-style-type: none"> <li>* How consistently does the music ensemble <u>present the design elements</u> throughout the performance?</li> <li>* How consistently does the unit exhibit successful ensemble <u>sonority and intonation</u>?</li> <li>* How consistently does the ensemble demonstrate <u>clarity and uniformity</u> of style and interpretation?</li> <li>* How consistently does the ensemble demonstrate <u>balance and blend</u>?</li> <li>* How precise is the ensemble in vertical alignment? How well are challenges achieved with precision? How well do students demonstrate the <u>ability to recover</u>?</li> <li>* How successful are the students in achieving the <u>range</u> of musical, physical and environmental challenges?</li> <li>* <u>In all these regards</u>, how do these students <u>compare</u> to other students in the competition?</li> </ul>	

# MUSIC: GENERAL EFFECT

# 20 POINT CAPTION

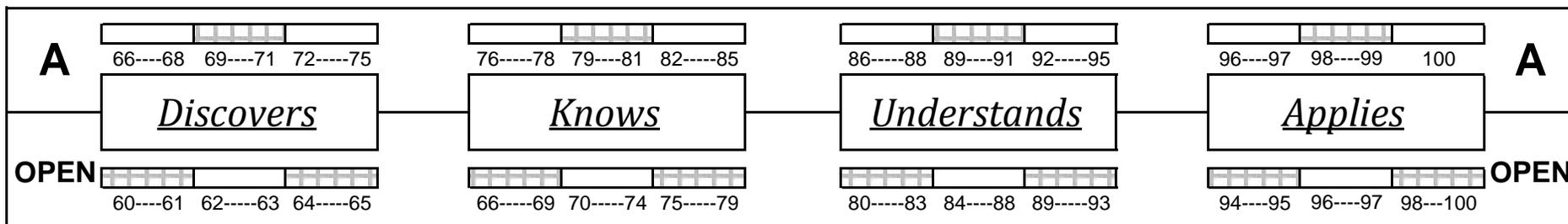
<b>A</b>  <b>Discovers</b>	 <b>Knows</b>	 <b>Understands</b>	 <b>Applies</b> <b>A</b>
<b>OPEN</b>  60----61 62----63 64----65	 66----69 70----74 75----79	 80----83 84----88 89----93	 94----95 96----97 98----100 <b>OPEN</b>

<b>REPertoire</b>	<b>SCORE 100</b>	<b>PERFORMERS</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* AUDIENCE ENGAGEMENT</li> <li>* AUDIO AND VISUAL COORDINATION</li> <li>* INTERPRETATION</li> <li>* VARIETY OF EFFECTS</li> <li>* CREATIVITY, ORIGINALITY AND ARTISTRY</li> </ul>		<ul style="list-style-type: none"> <li>* ENGAGE THE AUDIENCE</li> <li>* DELIVER/SUSTAIN THE EFFECTS</li> <li>* EMBODY/SUSTAIN CHARACTER, ROLE, IDENTITY, STYLE</li> <li>* COMMUNICATE DETAIL, NUANCE, AND ARTISTIC QUALITIES</li> </ul>	

<ul style="list-style-type: none"> <li>* To what extent does the <b>repertoire</b>, and conceptual vision, engage the audience through compelling impact, contour, shape, pace, development, etc over time?</li> <li>* How effective is the audio and visual <b>coordination</b>?</li> <li>* Does it speak with a <b>unified voice</b>?</li> <li>* How effective is the <b>interpretation</b> of the music?</li> <li>* How extensive and dramatic are the <b>variety of effects</b> over time?</li> <li>* How prevalent is <b>creativity and/or originality and/or artistry</b>?</li> <li>* How do each of these factors, collectively and individually, <b>compare</b> to each and all the others units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* How effectively do the performers <b>engage</b> the audience through their excellence, communication skill, and emotional commitment?</li> <li>* How effectively do the performers <b>deliver and sustain</b> the aural effect and effectiveness of the program?</li> <li>* How effectively do the performers <b>deliver and sustain</b> the musical roles, styles, or identity (ies) over time?</li> <li>* How effectively do the performers <b>deliver and sustain</b> details, nuance and artistic qualities?</li> <li>* <b>In all these regards</b>, how do these performers <b>compare</b> to other performers in the competition?</li> </ul>
---	---

# AUXILIARY

# 20 POINT CAPTION



<b>REPERTOIRE</b>	<b>SCORE 100</b>	<b>PERFORMERS</b>	<b>SCORE 100</b>
-------------------	------------------	-------------------	------------------

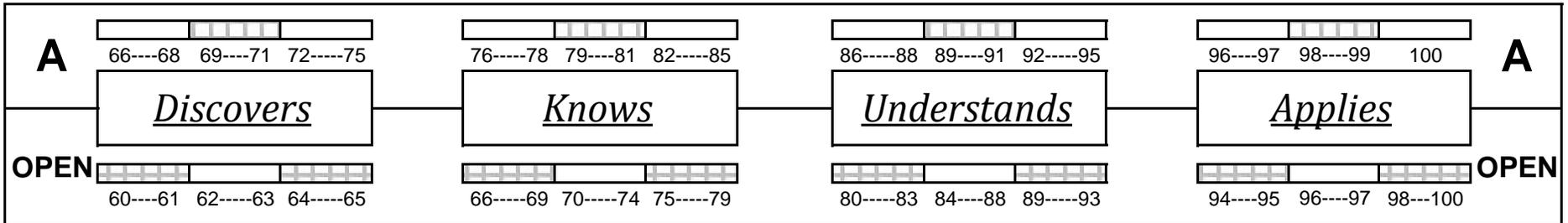
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>* RANGE OF FORM, BODY AND EQUIPMENT</li> <li>* USE WITHIN THE OVERALL SHOW DESIGN</li> <li>* USE OF EXPRESSIVE AND TECHNICAL COMPONENTS</li> <li>* ENHANCES THE MUSICAL STRUCTURE</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* RANGE: MUSICAL, PHYSICAL, ENVIRONMENTAL CHALLENGES</li> </ul> | <ul style="list-style-type: none"> <li>* DEMONSTRATION OF TRAINING</li> <li>* ACHIEVEMENT OF BODY AND EQUIPMENT</li> <li>* ACHIEVEMENT OF TECHNICAL AND EXPRESSIVE COMPONENTS</li> <li>* PRECISION WITH RESPECT TO THE OVERALL CHALLENGES</li> <li>* SUCCESS WITH OVERALL ENVIRONMENTAL CHALLENGES</li> <li>* SUCCESS WITH CONCENTRATION, STAMINA AND RECOVERY</li> </ul> |
|--|---|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>* What is the <b>range of choreographic totality</b>, including form (either as a focus or as a part of larger form) while maintaining unity with other parts of the unit? What is the range of the use of body and equipment with respect to styles, expression, idioms, etc? <b>Consider the range as the sum of the events in all areas, including staging and other design choices.</b></li> <li>* How does the auxiliary <b>compliment the overall design and concept of the program?</b></li> <li>* What is the <b>depth and variety of technical and expressive components</b> (including the range of expressive components of time, space, etc.)?</li> <li>* To what extent does the auxiliary enhance the musical structure?</li> <li>* To what extent of simultaneous and / or layered responsibilities?</li> <li>* What is the range of musical, physical and environmental challenges?</li> </ul> | <ul style="list-style-type: none"> <li>* How clearly do the performers, collectively and individually, <b>demonstrate and sustain</b> quality of training?</li> <li>* Is there a <b>significant level of achievement</b> of the challenges of the choreographic totality?</li> <li>* Do the performers <b>deliver and sustain</b> a significant level of achievement? Consider their challenges of both a technical and expressive nature and how well they handle them.</li> <li>* How <b>precise</b> are the performers, including start, stops, body work, expression, etc., over the full substance of their responsibilities?</li> <li>* How do the performers respond to the <b>overall environmental challenges</b> of time, space, and general conditions of the stage?</li> <li>* Do the performers <b>deliver and sustain</b> a strong level of concentration and stamina throughout the program? Do they <b>recover</b> quickly and with understanding when then need arises?</li> </ul> |
|---|---|

How do each of these factors, collectively and individually, compare to each and all the other units in the competition?

# DRUM MAJOR

# 20 POINT CAPTION

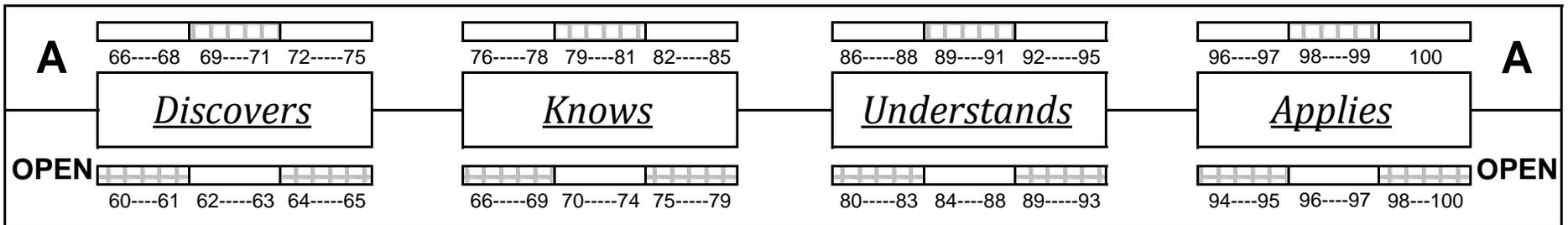


<b>REPertoire</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* MEMBER ENGAGEMENT</li> <li>* DEPTH AND RANGE OF INVOLVEMENT</li> <li>* INTERPRETATION OF THE MUSIC</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* CREATIVITY, ORIGINALITY AND ARTISTRY</li> </ul>		<ul style="list-style-type: none"> <li>* MAJOR(S) ENGAGE THE MEMBERS</li> <li>* DELIVERED / SUSTAINED THE EFFECTS</li> <li>* EMBODIED / SUSTAINED CHARACTER, ROLE, IDENTITY, STYLE</li> <li>* COMMUNICATED DETAIL, NUANCE, AND ARTISTIC QUALITIES</li> </ul>	

<ul style="list-style-type: none"> <li>* What is the <b>breadth and depth</b> of responsibility as related to the music vocabulary?</li> <li>* What is the depth and range of <b>technical and musical</b> skills?</li> <li>* What are <b>simultaneous or layered responsibilities</b> (including visual) of the musical performance?</li> <li>* What is the <b>range</b> of musical, physical and environmental challenge?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other Major(s) in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* How effectively does the Major(s) <b>engage</b> the members through their excellence, communication skill, and emotional commitment?</li> <li>* How effectively does the Major(s) <b>deliver and sustain</b> the effect and effectiveness of the program?</li> <li>* How effectively does the Major(s) <b>deliver and sustain</b> the roles, styles, or identity (is) over time?</li> <li>* How effectively does the Major(s) <b>deliver and sustain</b> details, nuance and artistic qualities?</li> <li>* <b>In all these regards</b>, how do these Major(s) <b>compare</b> to other Major(s) in the competition?</li> </ul>
---	---

# PERCUSSION

# 20 POINT CAPTION



<b>CONTENT</b>		<b>SCORE 100</b>		<b>ACHIEVEMENT</b>		<b>SCORE 100</b>	
<ul style="list-style-type: none"> <li>* DEPTH OF MUSICAL VOCABULARY</li> <li>* DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* RANGE OF MUSICAL, PHYSICAL AND ENVIRONMENTAL CHALLENGES</li> </ul>				<ul style="list-style-type: none"> <li>* CLARITY OF RHYTHMIC ARTICULATION</li> <li>* BLEND AND BALANCE</li> <li>* EXPRESSIVENESS AND MUSICIANSHIP</li> <li>* UNIFORMITY OF CHOSEN STYLE AND INTERPRETATION</li> <li>* PRECISION OF CONTENT WITH RESPECT TO CHALLENGE</li> </ul>			

<ul style="list-style-type: none"> <li>* What is the <b>breadth and depth</b> of individual and shared responsibilities related to the musical vocabulary?</li> <li>* What is the depth and range of <b>technical and musical</b> skills?</li> <li>* To what degree do the students demonstrate <b>simultaneous or layered responsibilities</b> of playing an instrument, moving in and through forms, listening and responding to others, and manipulating body position?</li> <li>* What is the <b>range</b> of musical, physical and environmental challenge?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* Do the students consistently demonstrate <b>clarity of rhythmic articulation</b>?</li> <li>* Is appropriate <b>balance and blend</b> demonstrated?</li> <li>* Do the students consistently demonstrate <b>expressive qualities and musicianship</b>?</li> <li>* Is <b>clarity and uniformity</b> of style, interpretation, and articulation consistently demonstrated?</li> <li>* Considering all challenges, do the students consistently <b>demonstrate musicality, precision and accuracy</b>?</li> <li>* <b>In all these regards</b>, how do these students <b>compare</b> to other students in the competition?</li> </ul>
---	--

# **FESTIVAL RATING SYSTEM**

**GOLD**

**SILVER**

**BRONZE**

*This sheet applies to all captions, Music, Visual, Auxiliary, Drum Major and Percussion*

## **REPERTOIRE**

- \* COMPOSITION
- \* COORDINATION
- \* STAGING
- \* INTERPRETATION / ENHANCEMENT
- \* ORCHESTRATIONS
- \* CREATIVITY / INNOVATIONS

## **EFFECT**

- \* COMMUNICATION
- \* EMOTION
- \* MOOD EXPRESSION
- \* SHOWMANSHIP
- \* APPEAL / ENTERTAINMENT VALUE

## **EXCELLENCE**

- \* INDIVIDUAL CONTROL
- \* ENSEMBLE CONTROL
- \* ACCURACY
- \* UNIFORMITY

**PLEASE RECOGNIZE AND  
REWARD THE UNITS  
EFFORTS TO PRESENT  
THEIR PROGRAM TO THE  
BEST OF THEIR ABILITY.**

**DATE:**

**HOST:**

**TOB FALL WORKSHEET**

<b>UNIT</b>																			
	<b>GROUP CLASS</b>																		
	<b>REP / COMP</b>																		
	<b>ACH / PERF</b>																		
	<b>TOTAL</b>																		

<b><u>"A" CLASS</u> - BOX SUB-DIVISIONS</b>				<b><u>"OPEN" CLASS</u> - BOX SUB-DIVISIONS</b>			
	<b>LOW</b>	<b>MID</b>	<b>HIGH</b>		<b>LOW</b>	<b>MID</b>	<b>HIGH</b>
<b>Discovers</b>	66, 67, 68	69, 70, 71	72, 73, 74, 75	<b>Discovers</b>	60, 61	62, 63	64, 65
<b>Knows</b>	76, 77, 78	79, 80, 81	82, 83, 84, 85	<b>Knows</b>	66, 67, 68, 69	70, 71, 72, 73, 74	75, 76, 77, 78, 79
<b>Understands</b>	86, 87, 88	89, 90, 91	92, 93, 84, 95	<b>Understands</b>	80, 81, 82, 83	84, 85, 86, 87	89, 90, 91, 92, 93
<b>Applies</b>	96, 97	98, 99	100	<b>Applies</b>	94, 95	96, 97	98, 99, 100
<b>FESTIVAL CLASS:</b>	<b>GOLD</b>			<b>SILVER</b>		<b>BRONZE</b>	

<b>SUB-CAPTION SPREADS</b>			
<b>VERY COMPARABLE</b>	<b>MINOR DIFFERENCES</b>	<b>DEFINITIVE DIFFERENCES</b>	<b>SIGNIFICANT DIFFERENCES</b>
1 to 2 points	3 to 4 points	5 to 7 points	8 to 10 points

# TOURNAMENT OF BANDS: UNIT TABULATION SHEET

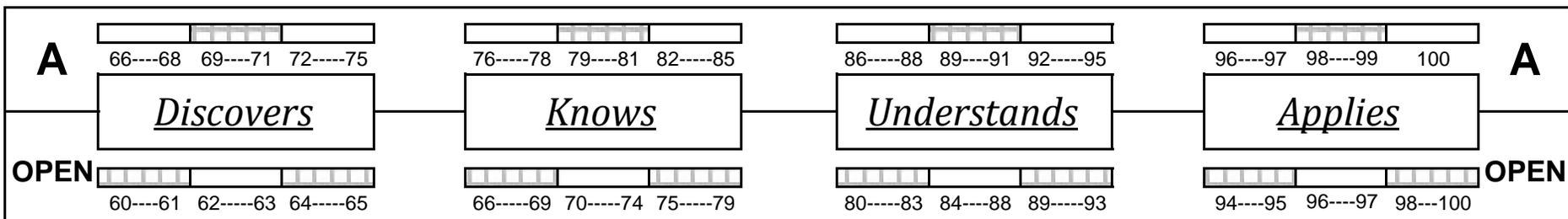
Please PRINT LEGIBLY:

Return after every third band or at intermission:

CAPTION _____  UNIT NAME: _____  GROUP/CLASS _____  DATE: _____	CAPTION _____  UNIT NAME: _____  GROUP/CLASS _____  DATE: _____	CAPTION _____  UNIT NAME: _____  GROUP/CLASS _____  DATE: _____																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Composition Repertoire: 100</td> <td style="width: 80%;"></td> </tr> <tr> <td style="padding: 5px;">Achievement: Performer: 100</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b><u>TOTAL</u></b>  <b>200</b></td> <td></td> </tr> </table>	Composition Repertoire: 100		Achievement: Performer: 100		<b><u>TOTAL</u></b>  <b>200</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Composition Repertoire: 100</td> <td style="width: 80%;"></td> </tr> <tr> <td style="padding: 5px;">Achievement: Performer: 100</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b><u>TOTAL</u></b>  <b>200</b></td> <td></td> </tr> </table>	Composition Repertoire: 100		Achievement: Performer: 100		<b><u>TOTAL</u></b>  <b>200</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Composition Repertoire: 100</td> <td style="width: 80%;"></td> </tr> <tr> <td style="padding: 5px;">Achievement: Performer: 100</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><b><u>TOTAL</u></b>  <b>200</b></td> <td></td> </tr> </table>	Composition Repertoire: 100		Achievement: Performer: 100		<b><u>TOTAL</u></b>  <b>200</b>	
Composition Repertoire: 100																				
Achievement: Performer: 100																				
<b><u>TOTAL</u></b>  <b>200</b>																				
Composition Repertoire: 100																				
Achievement: Performer: 100																				
<b><u>TOTAL</u></b>  <b>200</b>																				
Composition Repertoire: 100																				
Achievement: Performer: 100																				
<b><u>TOTAL</u></b>  <b>200</b>																				
<u>PLEASE CIRCLE ONE:</u>  GOLD    SILVER    BRONZE	<u>PLEASE CIRCLE ONE:</u>  GOLD    SILVER    BRONZE	<u>PLEASE CIRCLE ONE:</u>  GOLD    SILVER    BRONZE																		
JUDGE: _____	JUDGE: _____	JUDGE: _____																		

# BRASS

# 20 POINT CAPTION

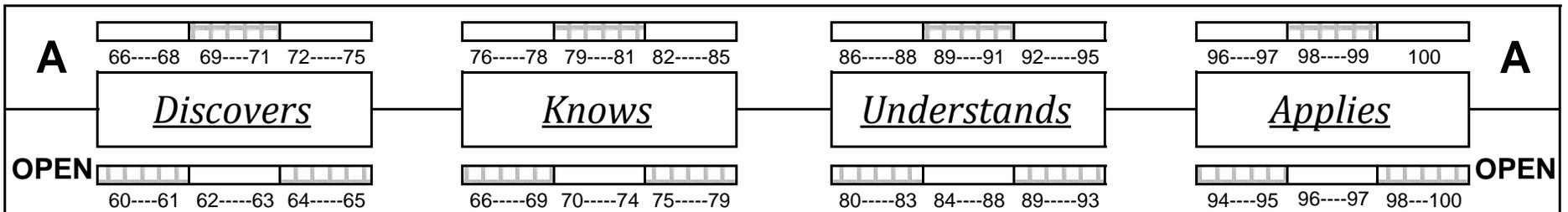


<b>COMPOSITION</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* DEPTH OF MUSICAL VOCABULARY</li> <li>* DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* RANGE OF MUSICAL, PHYSICAL AND ENVIRONMENTAL CHALLENGES</li> </ul>		<ul style="list-style-type: none"> <li>* QUALITY OF TONE * BLEND AND BALANCE</li> <li>* ACCURACY OF PITCH AND INTONATION</li> <li>* PRECISION OF RHYTHMIC ACCURACY, TIMING AND CONTENT</li> <li>* CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION AND ARTICULATION</li> <li>* PRECISION OF CONTENT WITH RESPECT TO CHALLENGE</li> <li>* EXPRESSIVENESS AND MUSICIANSHIP</li> </ul>	

<ul style="list-style-type: none"> <li>* What is the <b>breadth and depth</b> of individual and shared responsibilities related to the musical vocabulary?</li> <li>* What is the depth and range of <b>technical and musical</b> skills?</li> <li>* What are <b>simultaneous or layered responsibilities</b> (including visual) of the musical performance?</li> <li>* What is the <b>range</b> of musical, physical and environmental challenge?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other units in the competition?</li> </ul>	<ul style="list-style-type: none"> <li>* To what degree do students demonstrate training and achievement in <b>quality of tone</b>?</li> <li>* To what degree do the students consistently demonstrate training in accuracy of <b>pitch and intonation</b>?</li> <li>* Is there consistent precision of rhythmic <b>accuracy and timing</b>?</li> <li>* Is <b>clarity and uniformity</b> of style, interpretation, and articulation consistently demonstrated?</li> <li>* Do the students consistently demonstrate <b>expressive qualities and musicianship</b>?</li> <li>* Considering all challenges, do the students <b>demonstrate musicality</b>?</li> <li>* <b>In all these regards</b>, how do these students <b>compare</b> to other students in the competition?</li> </ul>
---	--

# WOODWINDS

# 20 POINT CAPTION



<b>COMPOSITION</b>	<b>SCORE 100</b>	<b>ACHIEVEMENT</b>	<b>SCORE 100</b>
<ul style="list-style-type: none"> <li>* DEPTH OF MUSICAL VOCABULARY</li> <li>* DEPTH AND RANGE OF TECHNICAL AND MUSICAL SKILLS</li> <li>* SIMULTANEOUS RESPONSIBILITIES</li> <li>* RANGE OF MUSICAL, PHYSICAL AND ENVIRONMENTAL CHALLENGES</li> </ul>		<ul style="list-style-type: none"> <li>* QUALITY OF TONE * BLEND AND BALANCE</li> <li>* ACCURACY OF PITCH AND INTONATION</li> <li>* PRECISION OF RHYTHMIC ACCURACY, TIMING AND CONTENT</li> <li>* CLARITY AND UNIFORMITY OF STYLE, INTERPRETATION AND ARTICULATION</li> <li>* PRECISION OF CONTENT WITH RESPECT TO CHALLENGE</li> <li>* EXPRESSIVENESS AND MUSICIANSHIP</li> </ul>	
<ul style="list-style-type: none"> <li>* What is the <b>breadth and depth</b> of individual and shared responsibilities related to the musical vocabulary?</li> <li>* What is the depth and range of <b>technical and musical</b> skills?</li> <li>* What are <b>simultaneous or layered responsibilities</b> (including visual) of the musical performance?</li> <li>* What is the <b>range</b> of musical, physical and environmental challenge?</li> <li>* How do <b>each of these factors</b>, collectively and individually, <b>compare</b> to each and all other units in the competition?</li> </ul>		<ul style="list-style-type: none"> <li>* To what degree do students demonstrate training and achievement in <b>quality of tone</b>?</li> <li>* To what degree do the students consistently demonstrate training in accuracy of <b>pitch and intonation</b>?</li> <li>* Is there consistent precision of rhythmic <b>accuracy and timing</b>?</li> <li>* Is <b>clarity and uniformity</b> of style, interpretation, and articulation consistently demonstrated?</li> <li>* Do the students consistently demonstrate <b>expressive qualities and musicianship</b>?</li> <li>* Considering all challenges, do the students <b>demonstrate musicality</b>?</li> <li>* <b>In all these regards</b>, how do these students <b>compare</b> to other students in the competition?</li> </ul>	