

TIA PERCUSSION INDEX 2015

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Music

Marching Percussion

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

100 Points

Novice Class Introductory Intermediate Developing A Class Basic Concepts Open Class Intermediate Concepts	Who had the greater understanding/achievement as it relates to... Orchestration: The thoughtful and thorough planning used to convey musical ideas. Elements of Design: The use of melody, harmony, rhythm and dynamics within the program. Range of Content: The scope of the musical and technical repertoire and vocabulary utilized in the program. Variety: The diversity of instrumentation, color, texture, timbre, intensity and tempo utilized in the program. Continuity: The successful combination of all elements used to present a unified flow and form of musical ideas. Clarity of Intent: The presentation of compositional elements in a clear and concise manner. Simultaneous Responsibility: The layering of responsibilities placed upon the performers.					N, I, A & Open Class Readiness for the next class World Class Sets New Standards		
	Box 1	Box 2	Box 3	Box 4	Box 5		Box 6	
	Descriptors	Never	Rarely	Sometimes	Frequently		Consistently	
	Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89		90-96	97 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply			

PERFORMANCE

100 Points

Novice Introductory Intermediate Developing A Class Basic Skills Open Class Intermediate Skills	Who had the greater understanding/achievement as it relates to... Sound Production: The ability of the performers to clearly present the composition through balance, blend and quality of sound. Musicianship: The ability of the performers to convey compositional intent and expressive qualities. Rhythmic Clarity: The ability of the performers to accurately present rhythmic content. Uniformity: The consistent presentation of technique, phrasing and quality of sound from player to player. Ensemble Cohesiveness: The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.					N, I, A & Open Class Readiness for next class World Class Sets New Standards
	SUB CAPTION SPREAD GUIDELINES					
	Very Comparable	Minor Differences	Definitive Differences	Significant Differences		
1 to 2 tenths	3 to 4 tenths	5 to 7 tenths	8 & higher tenths			

General Effect

Marching Percussion

Credit all of the musical/visual elements in a unit's presentation that combine to display an 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 performers' ability to connect to the audience.

THE MUSIC DRIVES THE VISUAL IN CREATING AN EFFECTIVE PRESENTATION.

MUSIC EFFECT

100 Points

<p>Novice Class Introductory</p> <p>Intermediate Developing</p> <p>A Class Basic Concepts</p> <p>Open Class Intermediate</p>	<p>Who had the greater understanding/achievement as it relates to...</p> <p>Communication: The performance techniques that connect musically with the audience.</p> <p>Musicianship: The interpretive art of the music.</p> <p>Creativity: The uniqueness and freshness of the musical program.</p> <p>Blend and Balance: The measure of the performers understanding of and commitment to the musical effects of the entire ensemble</p> <p>Excellence as it Relates to Effect: The proficiency of technical skills or virtuosity that elicits a response for the listener.</p> <p>Expression: The range of dynamics as a whole. The ability to convey a wide range of nuances through artistic control.</p> <p>Idiomatic Interpretation: The ability to convey the appropriate "feel" and style to the music.</p>	<p>N, I, A & Open Class Readiness for the next class</p> <p>World Class Sets New Standards</p>
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	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90-96	97 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply	

OVERALL EFFECT

100 Points

<p>Novice Introductory</p> <p>Intermediate Developing</p> <p>A Class Basic Skills</p> <p>Open Class Intermediate Skills</p>	<p>Who had the greater understanding/achievement as it relates to...</p> <p>Communication: The performance techniques that connect with the audience.</p> <p>Audio/Visual: The presentation and delivery of the music and the visual in such a way as to enhance each other throughout the program.</p> <p>Imagination: The ability to present the known idea with an effective and unique variation.</p> <p>Creativity: The successful and effective utilization of an original musical/visual concept.</p> <p>Pacing: The planning of effects through time to manipulate response.</p> <p>Continuity: The logical development of one musical/musical idea to another.</p> <p>Impact/Climax/Resolution: The result of musical/visual idea to another.</p> <p>Range of Effects: The variety and depth of development within each planned effect.</p> <p>Presence: The apparent poise and effectiveness enabling a connection between performer and audience in real time.</p> <p>Entertainment: The quality which engages and captivates the audience.</p>	<p>N, I, A & Open Class Readiness for the next class</p> <p>World Class Sets New Standards</p>
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SUB CAPTION SPREAD GUIDELINES

<p>Very Comparable 1 to 2 tenths</p>	<p>Minor Differences 3 to 4 tenths</p>	<p>Definitive Differences 5 to 7 tenths</p>	<p>Significant Differences 8 & higher tenths</p>
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Visual

Marching Percussion

CREDIT THE VISUAL DESIGN, THE REFLECTION OF THE MUSIC AND THE PERFORMANCE OF THE ENSEMBLE. THE MUSIC MUST ALWAYS DRIVE THE VISUAL.
Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

COMPOSITION

100 Points

Novice Class Introductory Intermediate Developing A Class Basic Concepts Open Class Intermediate	Who had the greater understanding as it relates to... Quality of Orchestration: Horizontal – The logical progression of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The layering or combination of design choices to enhance the intent and unity of the audio/visual voices. Visual Musicality: The visual representation and enhancement of all aspects of the musical program. Clarity of Intent: The ability of the designer to make the compositional intent clear Staging: The proper placement of the elements to present the audio/visual. Creativity/Variety: The uniqueness and freshness of the visual program Attention to Detail: Deliberate consideration of technical, logistical and expressive subtleties. Unity of Elements: The purposeful agreement among the elements of design. Simultaneous Responsibility: The combination of musical and visual responsibilities.					N, I, A & Open Class Readiness for the next class World Class Sets New Standards	
	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		90-96
Learning Steps	Experience	Discover	Knows	Understand	Apply		
	Box 6						
					Box 6		

PERFORMANCE

100 Points

Novice Introductory Intermediate Developing A Class Basic Skills Open Class Intermediate Skills	Who had the greater achievement as it relates to... Ensemble Control: The ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line. Accuracy: The degree of precision relative to the quality of the performance. Uniformity: The consistent manor of approach (Ensemble) Articulation of Body/Equipment: The clear, distinct and uniform approach to the use of body and equipment. Adherence to Style/Role: The consistent application of a chosen style or role. Presence: The ability of the performers to elevate the written program beyond technical accuracy.					N, I, A & Open Class Readiness for next class World Class Sets New Standards	
	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		90-96
Learning Steps	Experience	Discover	Knows	Understand	Apply		
	Box 6						
					Box 6		

SUB CAPTION SPREAD GUIDELINES

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 tenths	3 to 4 tenths	5 to 7 tenths	8 & higher tenths

Music

Stationary Percussion

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 and rhythmic demands placed on the performers.

COMPOSITION

100 Points

Elem./M.S. Introductory Concepts A Class Basic Concepts Open Class Intermediate Concepts	Who had the greater understanding/achievement as it relates to... Orchestration: The thoughtful and thorough planning used to convey musical ideas. Elements of Design: The use of melody, harmony, rhythm, and dynamics within the program Range of Content: The scope of the musical and technical repertoire and vocabulary utilized in the program Variety: The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program. Continuity: The successful combination of all elements used to present a unified flow and form of musical ideas. Clarity of Intent: The presentation of compositional elements in a clear and concise manner Simultaneous Responsibility: The layering of responsibilities placed upon the performers					N, I, A & Open Class Readiness for the next class World Class Sets New Standards
	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90-96	97 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply	

PERFORMANCE

100 Points

Elem./M.S. Introductory Skills A Class Basic Skills Open Class Intermediate Skills	Who had the greater understanding/achievement as it relates to... Sound Production: The ability of the performers to clearly present the composition through balance, blend and quality of sound Musicianship: The ability of the performer to convey compositional intent and expressive qualities. Rhythmic Clarity: The ability of the performers to accurately present rhythmic content. Uniformity: The consistent presentation of technique, phrasing, and quality of sound from player to player. Ensemble Cohesiveness: The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.					N, I, A & Open Class Readiness for the next class World Class Sets New Standards
	SUB CAPTION SPREAD GUIDELINES					

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 tenths	3 to 4 tenths	5 to 7 tenths	8 & higher tenths

Artistry

Stationary Percussion

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

COMPOSITION

100 Points

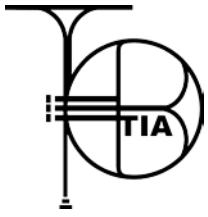
Elem./M.S. Introductory Concepts A Class Basic Concepts Open Class Intermediate Concepts	Who had the greater understanding/achievement as it relates to... The Musical Journey: The culmination of those elements within a written work that enable the listener to establish an aesthetic relationship between time spent, paths taken, destinations reached and conclusion. Creativity: The ability, through imaginative compositional skill, to produce a written work capable of eliciting audience/listener response. Clarity of Thought: Clear presentation of design ideas through appropriate orchestration and performance.					N, I, A & Open Class Readiness for the next class World Class Sets New Standards
	Box 1	Box 2	Box 3	Box 4	Box 5	
Descriptors	Never	Rarely	Sometimes	Frequently	Consistently	Box 6
Numerical Range	0 to 49	50 to 59	60 to 79	80 to 89	90-96	97 to 100
Learning Steps	Experience	Discover	Knows	Understand	Apply	

PERFORMANCE

100 Points

Elem./M.S. Introductory Skills A Class Basic Skills Open Class Intermediate Skills	Who had the greater understanding/achievement as it relates to... Communication: The ability of the ensemble to express compositional and/or musical ideas effectively through performance. Musicianship: The interpretive art of the written musical score. Presence: The apparent poise and effectiveness enabling a connection between performer and audience in real time. Excellence as it Relates to Artistry: The proficiency of technical skills and virtuosity that enable the performers to elicit an appropriate response from the listeners. Idiomatic Interpretation: The combination of creative writing and musical performance that enable the performers to convey the appropriate "feel" and style of the music. Expression: The ability of the ensemble through performance to portray the musical indication of feeling.					N, I, A & Open Class Readiness for the next class World Class Sets New Standards
	SUB CAPTION SPREAD GUIDELINES					

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 tenths	3 to 4 tenths	5 to 7 tenths	8 & higher tenths



PERCUSSION SHOW COORDINATOR

DATE: _____

UNIT: _____

Check Appropriate Class:

___Marching Percussion___ Stationary Percussion___ World___ Open___ Nov/Inter/A/Sr/Univ___ Jr/Middle___ Cadet/Elem

Number of Performers: _____ (Minimum of 5/Unlimited Max.)

Timing Requirements:

Class	INTERVAL	MINIMUM Performance Time	MAXIMUM Performance Time
World	11.0	4.0	8.0
Open	10.0	4.0	7.0
Nov/Int/A/Sr/Un	9.0	4.0	6.0
Jr/Middle	8.0	3.0	5.0
Cadet/Elem	6.0	2.0	3.0

Setup Time: _____

Performance Time: _____

Exit Time: _____

Interval Time: _____

INTERVAL TIME: _____ seconds under/over _____ x 0.05= _____

PERFORMANCE TIME: _____ seconds under/over _____ x 0.05= _____

OUT OF BOUNDS/BOUNDARY VIOLATIONS:

Performing or walking over the front sideline/throwing equipment over the front sideline.
Note time in performance and pint of occurrence.

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FRONT

0.1 Per Occurrence

_____ x 0.1= _____

NOTE TIME IN SHOW FOR EACH OCCURRENCE

OTHER: (see TIA Rule Book for details)

*Non-percussive instruments.

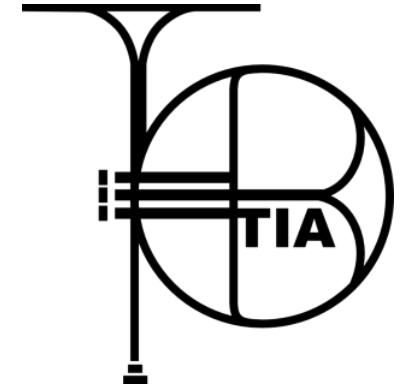
*Use of pre-recorded sounds that set a tempo/rhythm.

Describe:

TOTAL PENALTIES:

SIGNATURE: _____

CADET / ELEMENTARY



General Effect

1 = BRONZE

**Some success in effects
and in performers
understanding of
performance.**

2 = SILVER

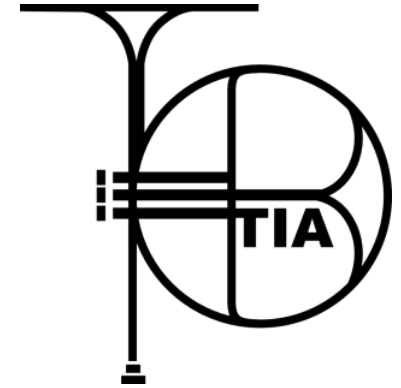
**Fair success in effects
and in performers
understanding of
performance.**

3 = GOLD

**Good success in effects
and in performers
understanding of
performance.**

CADET / ELEMENTARY

Music



1 = BRONZE

Some success in content and in the performers training of excellence.

2 = SILVER

Fair success in content and in the performers training of excellence.

3 = GOLD

Good Success in content and in the performers training of excellence.