

**What is the prime directive to judges in applying a score?**

- Judges are to rank the bands.
- Judges are to rate the bands by the comparative scores earned during the course of the contest.
- Judges are to consider the “Impression, Analysis, Comparison” of each band to all others.
- Judges are to aid the bands to improve through caption-specific comments

**Value of a tenth**

Insignificant differences 0-1

Slight differences 2-3

Moderate differences 4-6

Significant differences 7-?

# Arkansas School Band and Orchestra Association



## Music Adjudicator's Comment Sheet – State Marching Band Contest

School \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Director(s) \_\_\_\_\_ Performance Time \_\_\_\_\_

Grades used in this organization: 7 \_\_\_\_\_; 8 \_\_\_\_\_; 9 \_\_\_\_\_; 10 \_\_\_\_\_; 11 \_\_\_\_\_; 12 \_\_\_\_\_.

Grade majority of these students were beginners \_\_\_\_\_.

**All keywords listed should be carefully considered before placing a score. Consult the rubric.**

<p><b>Music Performance Ensemble</b></p> <p>Score out of 100: _____</p> <p>x .60 = _____</p>	1. Tone	<p><b>Comments</b></p>
	2. Intonation	
	3. Balance	
	4. Dynamic Contrast	
	5. Phrasing	
	6. Technical Accuracy	
	7. Rhythm	
	8. Tempo	
	9. Interpretation / Style	
	10. Articulation	
	11. Consistency of Timbre and Sonority	
	12. Ensemble Cohesiveness	
	13. Demand/Difficulty of Repertoire	
<p><b>Music General Effect</b></p> <p>Score out of 100: _____</p> <p>x .40 = _____</p>	14. Originality/Creativity	<p><b>Comments</b></p>
	15. Continuity	
	16. Coordination of Music Program with Visual	
	17. Communication of Musical Intent	
	18. Contribution for Enhancement of All Elements	
	19. Coordination/Staging	
	20. Use of Time/Pacing	

Additional Comments:

OVERALL SCORE: \_\_\_\_\_

\_\_\_\_\_  
Adjudicator's Signature

**ASBOA State Marching Band Contest Scoring Rubric**

	<b>Superior 80-100</b>	<b>Excellent 60-79.9</b>	<b>Average 40-59.9</b>	<b>Fair 20-39.9</b>	<b>Poor 1-19.9</b>
<b>Music Performance Ensemble</b>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate highly developed characteristic tone qualities for their instrument and musical style of performance with minimal lapses.</li> <li>•Student performers demonstrate an elevated awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>•Student performers demonstrate a highly developed concept of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed.</li> <li>•For this classification, the suitability of the music is superior.</li> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor breaks in phrases.</li> <li>•Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•Control of all aspects of technical accuracy, articulation, rhythm, tempo, and musical style is exceptional.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate above average characteristic tone qualities for their instrument and musical style of performance, but there some minor lapses.</li> <li>•Student performers demonstrate an awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, however, there are some flaws.</li> <li>•For the most part 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 there are some minor lapses.</li> <li>•For this classification, the suitability of the music is excellent.</li> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is somewhat 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 technical accuracy, articulation, rhythm, tempo, and musical style with minor lapses.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate average characteristic tone qualities for their instrument and musical style of performance, however, they lose control at times</li> <li>•Student performers demonstrate an adequate awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but there are several flaws.</li> <li>•The ensemble demonstrates intermediate concepts of balanced musical lines and blend of sounds to produce an acceptable sonority of the music performed.</li> <li>•For this classification, the suitability of the music is adequate.</li> <li>•Clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but is not consistent.</li> <li>•At times, an average use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•The ensemble exhibits adequate control of all aspects of technical accuracy, articulation, rhythm, tempo, and pulse with some lapses.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate inadequate characteristic tone qualities for their instrument and musical style of performance, and they lose control often.</li> <li>•Student performers demonstrate little awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>•The ensemble demonstrates below average concepts of balance and blend of sounds, and does not produce a desirable or appropriate sonority of the music performed.</li> <li>•For this classification, the suitability of the music is inadequate.</li> <li>•Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>•A below average use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>•The ensemble exhibits little control of all aspects of technical accuracy, articulation, rhythm, tempo, and pulse.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate undesirable characteristic tone qualities for their instrument, musical style of performance, and lose control most of the time.</li> <li>•Student performers demonstrate little or no awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>•The ensemble demonstrates improper concepts of balance and blend of sounds, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>•For this classification, the suitability of the music is unsatisfactory.</li> <li>•Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>•An inadequate use of dynamics proves musically ineffective and results in little or no contrast for music performed.</li> <li>•The ensemble exhibits little or no control of all aspects of technical accuracy, articulation, rhythm, tempo and pulse.</li> </ul>
<b>Music General Effect</b>	<ul style="list-style-type: none"> <li>•The ensemble combines the visual program with the musical elements in a convincing 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>•For this classification, originality and creativity are communicated exceptionally.</li> <li>•The ensembles use of timing and pacing are exceptional.</li> </ul>	<ul style="list-style-type: none"> <li>•The ensemble combines the visual program with the musical elements in an appropriate manner, but flow and continuity of presentation are affected.</li> <li>•The ensemble visually enhances the musical presentation through staging and choreography of the written program in an above average manner with some inconsistencies.</li> <li>•For this classification, originality and creativity are communicated with minor lapses.</li> <li>•The ensembles use of timing and pacing are above average.</li> </ul>	<ul style="list-style-type: none"> <li>•The ensemble combines the visual program with the musical elements in an adequate manner, but flow and continuity of presentation are affected.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is adequate, but there are inconsistencies.</li> <li>•For this classification, originality and creativity are communicated in an inadequate manner.</li> <li>•The ensembles use of timing and pacing have minor inconsistencies with lapses.</li> </ul>	<ul style="list-style-type: none"> <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 inadequate and is very inconsistent.</li> <li>•For this classification, originality and creativity are communicated inconsistently.</li> <li>•The ensembles use of timing and pacing are very inconsistent and below average.</li> </ul>	<ul style="list-style-type: none"> <li>•The ensemble combines the visual program with the musical elements in a poor manner with little or no continuity.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is poor with no consistency.</li> <li>•For this classification, originality and creativity are communicated poorly with no consistency.</li> <li>•The ensembles use of timing and pacing are poor.</li> </ul>

# Arkansas School Band and Orchestra Association



## Visual Adjudicator's Comment Sheet – State Marching Band Contest

School \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Director(s) \_\_\_\_\_ Performance Time \_\_\_\_\_

Grades used in this organization: 7 \_\_\_\_\_; 8 \_\_\_\_\_; 9 \_\_\_\_\_; 10 \_\_\_\_\_; 11 \_\_\_\_\_; 12 \_\_\_\_\_.

Grade majority of these students were beginners \_\_\_\_\_.

**All keywords listed should be carefully considered before placing a score. Consult the rubric.**

<p><b>Visual Performance Ensemble</b></p> <p>Score out of 100: _____</p> <p>x .60 = _____</p>	<ol style="list-style-type: none"> <li>1. Uniformity</li> <li>2. Alignment/Spacing</li> <li>3. Step (style and uniformity)</li> <li>4. Tempo/Pulse Control</li> <li>5. Equipment and Body Carriage</li> <li>6. Definition of Sets or Forms</li> <li>7. Recovery</li> <li>8. Simultaneous Responsibilities</li> <li>9. Integration and Cohesion</li> <li>10. Range and Variety of Skills</li> <li>11. Ensemble Cohesiveness</li> <li>12. Difficulty/Demand of Repertoire</li> </ol>	<p><b>Comments</b></p>
<p><b>Visual General Effect</b></p> <p>Score out of 100: _____</p> <p>x .40 = _____</p>	<ol style="list-style-type: none"> <li>13. Creativity/Imagination</li> <li>14. Coordination and Staging</li> <li>15. Interpretation and Enhancement of the Music</li> <li>16. Utilization of Logic and Design Principles</li> <li>17. Audio-Visual Balance/Blend/Focus</li> <li>18. Communication of Roles</li> <li>19. Emotion</li> <li>20. Style/Idiomatic Interpretation</li> </ol>	<p><b>Comments</b></p>

Additional Comments:

OVERALL SCORE: \_\_\_\_\_

\_\_\_\_\_  
Adjudicator's Signature



**ASBOA State Marching Band Contest Scoring Rubric**

	<b>Superior 80-100</b>	<b>Excellent 60-79.9</b>	<b>Average 40-59.9</b>	<b>Fair 20-39.9</b>	<b>Poor 1-19.9</b>
<b>Visual Performance Ensemble</b>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate a high degree of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment.</li> <li>•Students effectively demonstrate proper foot placement for length of step and style of stride being utilized.</li> <li>•Students effectively demonstrate simultaneous responsibilities.</li> <li>•Students demonstrate a high level of consistency in marching in step with quick recovery from errors.</li> <li>•The ensemble demonstrates a high level of achievement in linear forms (ranks, files, diagonals, etc.), visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.) as it relates to difficulty and demand with minor lapses.</li> <li>•Students demonstrate a high level of achievement 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 above average uniformity of posture and body carriage, and maintain carriage of equipment with some minor lapses.</li> <li>•Students demonstrate above average foot placement for length of step and style of stride being utilized, but there are inconsistencies.</li> <li>•Students demonstrate above average simultaneous responsibilities.</li> <li>•There is inconsistency 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.), visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.), as it relates to difficulty and demand, however, there are some flaws.</li> <li>•Students demonstrate excellent application of timing, spacing and halts required to define all forms present in the design of the drill with some flaws.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate average uniformity of posture and body carriage, and maintain carriage of equipment, with some lapses.</li> <li>•Students demonstrate adequate foot placement for length of step and style of stride being utilized, but there are inconsistencies.</li> <li>•Students demonstrate adequate simultaneous responsibilities.</li> <li>•There is inconsistency in marching in step, and recovery from errors is slow.</li> <li>•The ensemble demonstrates adequate alignment in linear forms (ranks, files, diagonals, etc.) with several flaws, curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent and lack visual precision as it relates to difficulty and demand.</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 there are errors.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate inadequate posture and body carriage, and fail to maintain consistent carriage of equipment.</li> <li>•Students demonstrate inadequate foot placement for length of step and style of stride being utilized, and there are many inconsistencies.</li> <li>•Students demonstrate inadequate simultaneous responsibilities.</li> <li>•There is inconsistency in marching in step and recovery from errors is sluggish.</li> <li>•The ensemble demonstrates below average alignment in linear forms (ranks, files, diagonals, etc.) with many flaws, curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent and lack definition as it relates to difficulty and demand.</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 poor posture and body carriage, and fail to maintain carriage of equipment.</li> <li>•Students demonstrate inappropriate foot placement for length of step and style of stride being utilized, and there are major inconsistencies.</li> <li>•Students simultaneous responsibilities are poor.</li> <li>•There is inconsistency in marching in step and there is little or no recovery from error.</li> <li>•For this classification, the ensemble demonstrates poor alignment in linear forms (ranks, files, diagonals, etc.) with major flaws, curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent, lack definition, and are generally unreadable as it relates to difficulty and demand.</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>
<b>Visual General Effect</b>	<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 high level for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in a convincing manner to maximize balance/blend/focus of the presentation.</li> <li>•For this classification, communication of roles and emotion are communicated exceptionally.</li> <li>•The ensemble visually enhances the musical presentation through staging and choreography of the written program in a superior manner.</li> <li>•For this classification, originality and creativity are communicated exceptionally.</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 appropriate manner, but balance/blond/focus of presentation are affected.</li> <li>•For this classification, communication of roles and emotion are communicated with minor lapses.</li> <li>•The ensemble visually enhances the musical presentation through staging and choreography of the written program in an above average manner with some inconsistencies.</li> <li>•For this classification, originality and creativity are communicated with minor lapses.</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 adequate for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in an adequate manner, but balance/blend/focus of presentation are affected.</li> <li>•For this classification, communication of roles and emotion are communicated in an inadequate manner.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is adequate, but there are inconsistencies.</li> <li>•For this classification, originality and creativity are communicated in an inadequate manner</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 inadequate 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>•For this classification, communication of roles and emotion are communicated inconsistently.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is inadequate and is very inconsistent.</li> <li>•For this classification, originality and creativity are communicated inconsistently.</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 unsatisfactory for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in a poor manner with little or no balance/blend/focus.</li> <li>•For this classification, communication of roles and emotion are communicated poorly with no consistency.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is poor with no consistency.</li> <li>•For this classification, originality and creativity are communicated poorly with no consistency.</li> </ul>