

FLORIDA BANDMASTERS ASSOCIATION

Marching Band Adjudicator's Comment Sheet

GENERAL EFFECT

School: _____

Classification: _____ Performance Time: _____ Date: _____

MUSICAL EFFECT	VISUAL EFFECT	COORDINATION
<input type="checkbox"/> Characteristic Tone Quality <input type="checkbox"/> Woodwinds <input type="checkbox"/> Brass <input type="checkbox"/> Percussion <input type="checkbox"/> Dynamic Expression <input type="checkbox"/> Adherence to Style <input type="checkbox"/> Variety of Emotions <input type="checkbox"/> Variety of Tempos <input type="checkbox"/> Communication to Audience <input type="checkbox"/> Depth/Complexity of Musical Score <input type="checkbox"/> Appropriate Individual Demand	<input type="checkbox"/> Visual Creativity <input type="checkbox"/> Visual Expression <input type="checkbox"/> Communication to Audience <input type="checkbox"/> Integration/Cohesion of Elements <input type="checkbox"/> Appropriate Ensemble Demand <input type="checkbox"/> Appropriate Individual Demand <input type="checkbox"/> Confidence	<input type="checkbox"/> Consistency and Coordination of all elements used <input type="checkbox"/> Coordination and Visual Enhancement of the music <input type="checkbox"/> Presentation of various styles and moods <input type="checkbox"/> Staging and Presentation of all elements <input type="checkbox"/> Creativity and Originality of presentation <input type="checkbox"/> Use of Time and Space <input type="checkbox"/> Continuity and Flow
(Circle One)	(Circle One)	(Circle One)
A B C D E	A B C D E	A B C D E

Officials will include a + or - next to items listed under each caption to indicate aspects of the performance that were noticeably good or noticeably needing improvement as related to the letter grade assigned. The absence of any marks indicates a performance consistent with the letter assigned. After completing the previous, circle an A, B, C, D or E to indicate the level of performance in each caption.

COMMENTS

Recommended for: _____
(Superior, Excellent, Good, Fair, Poor)
Write out Final Rating

Adjudicator's Signature

GENERAL EFFECT GRADING REFERENCE CRITERIA

Music Effect Criteria				
<u>“E”</u>	<u>“D”</u>	<u>“C”</u>	<u>“B”</u>	<u>“A”</u>
<ul style="list-style-type: none"> ▪ There is no meaningful musical thought, expressive playing or understanding of characteristic tone demonstrated by the performers. ▪ The performance does not enhance musical aspects of the program or engage the audience. ▪ Music arrangements lack creativity and are not compatible to the skills of the performers. 	<ul style="list-style-type: none"> ▪ Wind and percussion performers seldom achieve musical expression or uniform style. ▪ The sound is often forced and uncharacteristic. ▪ The performance does little to enhance the musical aspects of the program or engage the audience. ▪ Music arrangements are seldom compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ Wind and percussion performers demonstrate developing musical expression with some dynamics and effective tone quality. ▪ Musical elements are non-uniform and communication with audience is limited. ▪ Musical arrangements demonstrate limited variety and depth and are seldom compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ Wind and percussion performers demonstrate achievement of meaningful and uniform musical expression with some dynamics and appropriate tone quality. ▪ Musical elements are mostly uniform and the presentation frequently engages the audience. ▪ Musical arrangements demonstrate some variety and depth and are usually compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ Wind and percussion performers demonstrate a consistently high level of appropriate musical expression, style, tempo and characteristic tone quality throughout the presentation. ▪ There is a high level of engagement of all musical elements enhancing communication with the audience. ▪ Musical arrangements demonstrate variety and depth and are compatible to the performers' skills.
Visual Effect Criteria				
<u>“E”</u>	<u>“D”</u>	<u>“C”</u>	<u>“B”</u>	<u>“A”</u>
<ul style="list-style-type: none"> ▪ The performers do not demonstrate knowledge of visual phrasing. ▪ The visual performance does not enhance the program or engage the audience. ▪ Marching skills required to perform the drill are lacking and not compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ The performers generally lack understanding of visual phrasing. ▪ The performance does little to enhance the visual aspects of the program or engage the audience. ▪ Marching skills required to perform the drill are limited and seldom compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ The performers display a limited level of understanding and confidence in the execution of simple visual phrases. ▪ There is limited engagement of all elements and sporadic communication with the audience. ▪ Marching skills required to perform the drill are seldom compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ The performers display a growing level of understanding and confidence in the execution of a mixture of visual phrases. ▪ There is frequent engagement of all elements in communication with the audience. ▪ Marching skills required to perform the drill are usually compatible to the performers' skills. 	<ul style="list-style-type: none"> ▪ The performers display a high level of understanding and confidence in the execution of a variety of visual phrases. ▪ There is a high level of engagement of all visual elements enhancing communication with the audience. ▪ Marching skills required to perform the drill are compatible to the performers' skills.
Coordination Criteria				
<u>“E”</u>	<u>“D”</u>	<u>“C”</u>	<u>“B”</u>	<u>“A”</u>
<ul style="list-style-type: none"> ▪ There is an obvious lack of coordinated design in program production. ▪ The overall product does not generate any meaningful effect. 	<ul style="list-style-type: none"> ▪ The show design seldom displays awareness of blending elements to produce effect. ▪ Impact points and resolutions of musical and/or visual ideas are seldom coordinated. ▪ Visual staging presents musical events with little success. ▪ There is little coordination within and between musical and visual sections. ▪ Percussion and auxiliary are seldom used successfully to enhance the program with effect. 	<ul style="list-style-type: none"> ▪ The show design displays some awareness of blending elements to produce effect. ▪ Impact points and resolutions of musical and visual ideas are mostly coordinated. ▪ Staging of elements sometimes presents musical events with moderate success. ▪ Coordination within and between musical and visual sections is detailed and beneficial throughout. ▪ Percussion and auxiliary sections are sometimes successful in enhancing the program with effect. 	<ul style="list-style-type: none"> ▪ The show design often displays a high level of attention to detail in creating a blend of musical and visual effects. ▪ Impact points and resolutions of musical and visual ideas are strong and detailed. ▪ Staging strengthens the impact of musical events. ▪ Percussion and auxiliary often enhance the program with a coordinated effect. 	<ul style="list-style-type: none"> ▪ The show design consistently displays a fully detailed, imaginative and successful blend of musical and visual effects. ▪ Impact points, resolution of musical/visual ideas and staging constantly elevate the effect of the program through the consistently high coordination of all visual and musical elements, including percussion and auxiliary.