



# MBA/MHSAA STATE MARCHING CHAMPIONSHIPS Percussion

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

Director \_\_\_\_\_ Class \_\_\_\_\_

*Evaluate all areas of the percussion performance relative to the captions below and the criteria reference on the back of the sheet. All elements of the percussion ensemble, battery & front ensemble, should be considered. Student achievement must be considered in relation to the content of the program. It is impossible to consider one of these elements without considering the other. What is Being Performed and How It is Being Performed Equals DERIVED ACHIEVEMENT.*

## COMPOSITION

Musical Content  
Technical Content  
Simultaneous Responsibility  
Clarity of Intent  
Creativity  
Range of Effects

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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## PERFORMANCE QUALITY

Musicianship  
Segmental Clarity  
Uniformity of Techniques  
Ensemble Cohesiveness  
Communication  
Excellence as it Relates to Effect

100 Points

Point Breakdown	0 - 49 Fair	50 - 64 Good	65 - 79 Excellent	80 - 89 Superior	90 - 100 Superior
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Total Point Breakdown	0 - 99 Fair	100 - 129 Good	130 - 159 Excellent	160 - 179 Superior	180 - 200 Superior
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**TOTAL 200 Points**

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(Adjudicator's Signature)



## Mississippi Bandmasters Percussion

*Achievement is the end product of what the performers are given and how well they execute those responsibilities.*

	C O M P O S I T I O N	<p><b>Who had the greater composition as it relates to...</b></p> <p><b>Musical Content:</b> “The ability to demonstrate a wide variety of musical styles and nuances.”</p> <p><b>Technical Content:</b> “The degree of skill and stamina required to play the written book.”</p> <p><b>Simultaneous Responsibility:</b> “The combination of musical and visual responsibilities.”</p> <p><b>Clarity of Intent:</b> “The ability to deliver the clear and balanced intent of the written score.”</p> <p><b>Creativity:</b> “The uniqueness and freshness of the musical program.”</p> <p><b>Range of Effects:</b> “The variety and depth of development within each planned effect.”</p>					
	<b>Box 1</b>	<b>Box 2</b>	<b>Box 3</b>	<b>Box 4</b>	<b>Box 5</b>		
<b>Descriptors</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Consistently</b>		
<b>Numerical Range</b>	0            49	50            64	65            79	80            89	90            100		
<b>Learning Steps</b>	<b>Experience</b>	<b>Discover</b>	<b>Know</b>	<b>Understand</b>	<b>Apply</b>		
	P E R F O R M A N C E  Q U A L I T Y	<p><b>Who had the greater achievement as it relates to...</b></p> <p><b>Musicianship:</b> “The art of making music.”</p> <p><b>Segmental Clarity:</b> “The ability of each segment to demonstrate rhythmic accuracy.”</p> <p><b>Uniformity of Technique:</b> “The consistency of implement control in the chosen technical style.”</p> <p><b>Ensemble Cohesiveness:</b> “The ability of the ensemble to maintain rhythmic stability.”</p> <p><b>Communication:</b> “The performance techniques that connect with the audience.”</p> <p><b>Excellence as it relates to Effect:</b> “The proficiency of technical skills or virtuosity that elicits a response from the listener.”</p>					
<b>Sub-Caption Spreads</b>	1 — 2		3 — 4		5 — 7		8 & Up
	Very Comparable		Minor Differences		Definitive Differences		Significant Differences