

# Percussion - Marching Music

## Bronze & Gold Class



Evaluation of a unit's performance is based on the achievement of excellence and the mastery of introductory skills. The emphasis on perfecting the achievement of introductory skills takes precedence over the attempt of more advanced basic skills and more advanced basic repertoire. The unit's success will be rewarded based upon excellence displayed in the achievement of musicianship, rhythmic stability, rhythmic accuracy and quality of all introductory skills attempted. Physical skills attempted should be of an introductory nature. Attempts of basic skills will result in promotion to Blue Class regardless of the achievement levels or success of the attempt.

Composition	Performance Quality
<ul style="list-style-type: none"> <li>• Orchestration               <ul style="list-style-type: none"> <li>○ Elements of Design                   <ul style="list-style-type: none"> <li>▪ <i>Melody – Harmony – Rhythm – Dynamics</i></li> </ul> </li> <li>○ Range of Content</li> <li>○ Variety</li> <li>○ Continuity</li> </ul> </li> <li>• Clarity of Intent</li> <li>• Simultaneous Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Production</li> <li>• Musicianship</li> <li>• Rhythmic Clarity</li> <li>• Uniformity</li> <li>• Ensemble Cohesiveness</li> </ul>
<b>Score</b>	<b>Score</b>
<b>100</b>	<b>100</b>
<b>Total</b>	
<b>200</b>	

**PERCUSSION – MARCHING  
MUSIC**

The basis for analyzing an ensemble’s performance is the demonstration of percussion excellence displayed by the members of the ensemble, both collectively and individually. The ensemble’s level of performance achievement (excellence) should be based upon the musical, rhythmic and physical demands placed on the performers. Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

## Composition

**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.

	Box 1	Box 2	Box 3	Box 4	Box5
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently
<i>Numeric Range</i>	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply

## Performance

**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.

### Sub Caption Spreads

Very comparable	Minor Differences	Definitive Differences	Significant Difference
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points