


Wisconsin School Music Association Marching Band Festival

Festival Class General Effect													Adjudicator <hr/>					
																		
Award Divisions	I 5 - 16				II 17 - 31				III 32 - 46				IV 47 - 60				CO	Summary Comments:
Repertoire Effect	1 2 3				4 5 6				7 8 9				10 11 12					
<ul style="list-style-type: none"> • Interpretation/Enhancement • Variety/Creativity • Use of Time • Use of Space • Contribution of Music & Visual Elements 	There is a superior level of utilization of time and space. Variety and creativity are apparent throughout the program.			There is a considerable level of utilization of time and space. Concepts while excellent may still lack consistency.			Concepts, though weak, generate some effect. Program shows some awareness of integration, but lacks consistency.			Effect is evident only sporadically. There is little use of the elements of repertoire effect.								
Showmanship Effect	1 2 3				4 5 6				7 8 9				10 11 12					
<ul style="list-style-type: none"> • Professionalism • Spirit • Intensity • Poise • Confidence 	The highest level of professionalism is apparent in the performance. Performers have a high level of poise and confidence.			Performers exhibit showmanship qualities at a high level. Poise and confidence suffer in difficult sections.			Poise, confidence and professionalism are sporadic. Performers are mechanical in their musical or visual performance.			There is little or no evidence of training. There is little or no confidence exhibited in the performance.								
Projection Of Style	1 2 3				4 5 6				7 8 9				10 11 12					
<ul style="list-style-type: none"> • Communication • Unity • Involvement • Identity • Role 	There is a strong and consistent sense of identity. Performers communicate a high level of role to the audience.			Style is communicated at a considerable level. There is a sense of unity and identity exhibited.			Role and identity are apparent, but there is a lack of communication. Unity is sporadic.			Performers do not understand their role, nor are they able to communicate to the audience.								
Artistry	1 2 3				4 5 6				7 8 9				10 11 12					
<ul style="list-style-type: none"> • Emotional Range • Engagement • Expression • Musicality 	There is a high degree of refinement exhibited in the performance. Expression and musicality are an integral part of the performance.			Elements of artistry are exhibited through the performance. The range of emotion and expression may be diminished by performance responsibilities.			Emotional range is sporadic and often only achieved in the music or the visual but rarely in tandem. Expression is evident but not maximized.			Artistry exists on only a basic level. There is little or no visual or musical range. Expression if evident is mechanical.								
Coordination Effect	1 2 3				4 5 6				7 8 9				10 11 12					
<ul style="list-style-type: none"> • Staging/Integration • Continuity • Tension/Release/Climax • Synergy 	There is a high level of consistency and thought in staging the visual and musical elements. Synergy is apparent.			Coordination of visual and musical elements is apparent but not maximized. Synergy is infrequent.			While there are moments of coordinated thought, visual and musical elements usually do not agree.			There is a lack of understanding and consistency in the staging of visual and musical elements.								
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: small;"> © This form Copyright 2005 by Wisconsin School Music Association All rights reserved International Copyright secured </div> <div style="font-size: small;">Revised 2007</div> </div>																		
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> Total Points </div>																		