

# Percussion Performance

## Concert Percussion Ensembles



*The basis for analyzing a unit's performance is the demonstration of percussion excellence displayed by the members of the ensemble, both collectively and individually. The unit's level of performance achievement (excellence) should be based upon the musical and rhythmic demands placed on the performers.*

### Composition

### Performance Quality

Orchestration  
*Elements of Design*  
*Melody – Harmony – Rhythm – Dynamics*  
*Range of Content*  
*Variety*  
*Continuity*  
 Clarity of Intent  
 Simultaneous Responsibility

Sound Production  
 Musicianship  
 Rhythmic Clarity  
 Uniformity  
 Ensemble Cohesiveness

SCORE

SCORE

100

100

JUDGE SIGNATURE \_\_\_\_\_

The unit's level of performance achievement (excellence) should be based upon the musical and rhythmic demands placed on the performers.

## Composition

<p><b>Class A</b> Basic Concepts</p> <p><b>Open Class</b> Intermediate Concepts</p> <p><b>World Class</b> Advanced Concepts</p>	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Orchestration:</b> The thoughtful and thorough planning used to convey musical ideas.</p> <p><b>Elements of Design:</b> The use of melody, harmony, rhythm, and dynamics within the program.</p> <p><b>Range of Content:</b> The scope of the musical and technical repertoire and vocabulary utilized in the program.</p> <p><b>Variety:</b> The diversity of instrumentation, color, texture, timbre, intensity, and tempo utilized in the program.</p> <p><b>Continuity:</b> The successful combination of all elements used to present a unified flow and form of musical ideas.</p> <p><b>Clarity of Intent:</b> The presentation of compositional elements in a clear and concise manner.</p> <p><b>Simultaneous Responsibility:</b> The layering of responsibilities placed upon the performers.</p>	<p><b>Class A &amp; Open Class</b> Readiness for next class</p> <p><b>World Class</b> Sets New Standards</p>
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	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently	
<b>Numerical Range</b>	<b>0 to 49</b>	<b>50 to 59</b>	<b>60 to 79</b>	<b>80 to 89</b>	<b>90 to 96</b>	<b>97 to 100</b>
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply	

## Performance

<p><b>Class A</b> Basic Skills</p> <p><b>Open Class</b> Intermediate Skills</p> <p><b>World Class</b> Advanced Skills</p>	<p><b>Who had the greater understanding/achievement as it relates to...</b></p> <p><b>Sound Production:</b> The ability of the performers to clearly present the composition through balance, blend and quality of sound.</p> <p><b>Musicianship:</b> The ability of the performers to convey compositional intent and expressive qualities.</p> <p><b>Rhythmic Clarity:</b> The ability of the performers to accurately present rhythmic content.</p> <p><b>Uniformity:</b> The consistent presentation of technique, phrasing, and quality of sound from player to player.</p> <p><b>Ensemble Cohesiveness:</b> The ability of the ensemble to establish and maintain pulse control and rhythmic stability, both vertically and horizontally.</p>	<p><b>Class A &amp; Open Class</b> Readiness for next class</p> <p><b>World Class</b> Sets New Standards</p>
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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

# PERFORMANCE

# PERCUSSION ENSEMBLE