

Director's Choice

# Percussion Ensemble Festival Rubric

| Never                                                                                                                              |       | Rarely                                                                                                                              |       |       | Sometimes                                                                                                                                |       |        | Mostly                                                                                                                                |         |         | Consistently                                                                                                                                |         |         |         |
|------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------|-------|-------|------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| 0 - 40                                                                                                                             |       | 41-80                                                                                                                               |       |       | 81 - 120                                                                                                                                 |       |        | 121 - 160                                                                                                                             |         |         | 161 - 200                                                                                                                                   |         |         |         |
| 0-14                                                                                                                               | 15-27 | 28-40                                                                                                                               | 41-54 | 55-77 | 78-80                                                                                                                                    | 81-94 | 95-117 | 118-120                                                                                                                               | 121-134 | 135-157 | 158-160                                                                                                                                     | 161-174 | 175-187 | 187-200 |
| <b>INDIVIDUAL TECHNIQUE &amp; TUNING</b> (for the classification entered)                                                          |       |                                                                                                                                     |       |       |                                                                                                                                          |       |        |                                                                                                                                       |         |         |                                                                                                                                             |         |         |         |
| Students never demonstrate appropriate or acceptable techniques on their instrument(s).                                            |       | Students rarely demonstrate appropriate or acceptable techniques on their instrument(s).                                            |       |       | Performers sometimes demonstrate appropriate or acceptable techniques on their instrument(s).                                            |       |        | Performers mostly demonstrate appropriate or acceptable techniques on their instrument(s).                                            |         |         | Performers consistently demonstrate appropriate or acceptable techniques on their instrument(s).                                            |         |         |         |
| Instruments are never tuned correctly.                                                                                             |       | Instruments are rarely tuned correctly.                                                                                             |       |       | Instruments are sometimes tuned correctly.                                                                                               |       |        | Instruments are mostly tuned correctly.                                                                                               |         |         | Instruments are consistently tuned correctly.                                                                                               |         |         |         |
| No attention appears to have been given to correct notes and rhythms.                                                              |       | Students rarely play correct notes and rhythms.                                                                                     |       |       | Performers sometimes perform correct notes and rhythms.                                                                                  |       |        | Performers mostly perform correct notes and rhythms.                                                                                  |         |         | Performers consistently perform correct notes and rhythms.                                                                                  |         |         |         |
| <b>PRECISION AND TIMING</b> (for the classification entered)                                                                       |       |                                                                                                                                     |       |       |                                                                                                                                          |       |        |                                                                                                                                       |         |         |                                                                                                                                             |         |         |         |
| Rhythmic accuracy is never uniform throughout the ensemble.                                                                        |       | Rhythmic accuracy is rarely uniform throughout the ensemble.                                                                        |       |       | Rhythmic accuracy is sometimes uniform throughout the ensemble.                                                                          |       |        | Rhythmic accuracy is mostly uniform throughout the ensemble.                                                                          |         |         | Rhythmic accuracy is consistently uniform throughout the ensemble.                                                                          |         |         |         |
| Ensemble never offers cohesiveness.                                                                                                |       | Ensemble rarely offers cohesiveness.                                                                                                |       |       | Ensemble cohesiveness is sometimes offered with inherent challenges.                                                                     |       |        | Ensemble mostly displays cohesiveness by all elements of the percussion ensemble.                                                     |         |         | Precise and clear vertical alignment of the ensemble is consistent throughout.                                                              |         |         |         |
| <b>BALANCE, BLEND, &amp; TRANSPARENCY</b> (for the classification entered)                                                         |       |                                                                                                                                     |       |       |                                                                                                                                          |       |        |                                                                                                                                       |         |         |                                                                                                                                             |         |         |         |
| Students never perform balance/blend within the ensemble.                                                                          |       | Students rarely perform balance/blend within the ensemble.                                                                          |       |       | Performers sometimes perform balance/blend but there are obvious flaws that do recover quickly.                                          |       |        | Performers mostly perform balance/blend but there are obvious flaws that do recover quickly.                                          |         |         | Performers consistently perform balance/blend with only minor lapses that are quickly corrected.                                            |         |         |         |
| Ensemble is never listening and adjusting to achieve transparency of all instruments.                                              |       | Ensemble is rarely listening and adjusting to achieve transparency of all instruments.                                              |       |       | Ensemble is mostly listening and adjusting to achieve transparency of all instruments.                                                   |       |        | Ensemble is sometimes listening and adjusting to achieve transparency of all instruments.                                             |         |         | Ensemble is consistently listening and adjusting to achieve transparency of all instruments.                                                |         |         |         |
| <b>MUSICIANSHIP</b> (for the classification entered)                                                                               |       |                                                                                                                                     |       |       |                                                                                                                                          |       |        |                                                                                                                                       |         |         |                                                                                                                                             |         |         |         |
| Students never address musical style.                                                                                              |       | Students rarely address musical style.                                                                                              |       |       | Performers sometimes address musical style.                                                                                              |       |        | Performers mostly address musical style.                                                                                              |         |         | Performers consistently address musical style.                                                                                              |         |         |         |
| No attention appears to have been given to proper shaping of musical line and phrasing.                                            |       | Students fail to shape musical phrases                                                                                              |       |       | Performers give little attention to musical phrases and shaping.                                                                         |       |        | Performers are sensitive to musical line and phrasing, but there are minor flaws that detract from the performance.                   |         |         | Performers are very sensitive to musical phrasing, shaping phrases and giving direction to musical lines.                                   |         |         |         |
| Students never convey musical nuance.                                                                                              |       | Students are rarely consistent in achieving dynamic variation and musical nuance.                                                   |       |       | Performers are sometimes consistent in achieving dynamic variation and musical nuance.                                                   |       |        | Performers are mostly consistent in achieving dynamic variation and musical nuance.                                                   |         |         | Performers consistently achieve dynamic variation and musical nuance.                                                                       |         |         |         |
| Students never convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. |       | Students rarely convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. |       |       | Performers sometimes convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. |       |        | Performers mostly convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. |         |         | Performers consistently convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. |         |         |         |
| The students were never coordinated with logistics and staging.                                                                    |       | The students were rarely coordinated with logistics and staging.                                                                    |       |       | The performers were sometimes coordinated with logistics and staging.                                                                    |       |        | The performers were mostly coordinated with logistics and staging.                                                                    |         |         | The performers were consistently coordinated with logistics and staging.                                                                    |         |         |         |
| <b>CONTENT &amp; DEMAND</b> (for the classification entered)                                                                       |       |                                                                                                                                     |       |       |                                                                                                                                          |       |        |                                                                                                                                       |         |         |                                                                                                                                             |         |         |         |
| Suitability of program content was not appropriate for the students.                                                               |       | Suitability of program content was rarely appropriate for the performers.                                                           |       |       | Suitability of program content was sometimes appropriate for the performers.                                                             |       |        | Suitability of program content was mostly appropriate for the performers.                                                             |         |         | Suitability of program content was consistently appropriate for the performers.                                                             |         |         |         |
| The program never offered a variety and range of expression.                                                                       |       | The program rarely offered a variety and range of expression.                                                                       |       |       | The program sometimes offered a variety and range of expression.                                                                         |       |        | The program mostly offered a variety and range of expression.                                                                         |         |         | The program consistently offered a variety and range of expression.                                                                         |         |         |         |
| The students never executed program with respect to demand of program.                                                             |       | The students rarely executed program with respect to demand of program.                                                             |       |       | The performers sometimes executed program with respect to demand of program.                                                             |       |        | The performers mostly executed program with respect to demand of program.                                                             |         |         | The performers consistently executed program with respect to demand of program.                                                             |         |         |         |
| Never                                                                                                                              |       | Rarely                                                                                                                              |       |       | Sometimes                                                                                                                                |       |        | Mostly                                                                                                                                |         |         | Consistently                                                                                                                                |         |         |         |
| 0 - 40                                                                                                                             |       | 41-80                                                                                                                               |       |       | 81 - 120                                                                                                                                 |       |        | 121 - 160                                                                                                                             |         |         | 161 - 200                                                                                                                                   |         |         |         |
| 0-14                                                                                                                               | 15-27 | 28-40                                                                                                                               | 41-54 | 55-77 | 78-80                                                                                                                                    | 81-94 | 95-117 | 118-120                                                                                                                               | 121-134 | 135-157 | 158-160                                                                                                                                     | 161-174 | 175-187 | 187-200 |

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# PERCUSSION ENSEMBLE CONTEST ADJUDICATION SHEET

NAME \_\_\_\_\_

CITY/STATE \_\_\_\_\_ SCHOOL CLASSIFICATION \_\_\_\_\_

DIRECTOR \_\_\_\_\_ NUMBER OF STUDENTS \_\_\_\_\_

## SELECTIONS (in performance order)

Title

Composer/Arranger

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TECHNIQUE AND TUNING

\_\_\_\_\_ of 200

### PRECISION & TIMING

\_\_\_\_\_ of 200

### BALANCE, BLEND, & TRANSPARENCY

\_\_\_\_\_ of 200

### MUSICIANSHIP

\_\_\_\_\_ of 200

### CONTENT & DEMAND

\_\_\_\_\_ of 200

### TOTAL SCORE

\_\_\_\_\_ of 1000

Signature of Adjudicator \_\_\_\_\_

| Never<br>0 - 40  | Rarely<br>41-80   | Sometimes<br>81 - 120 | Mostly<br>121 - 160     | Consistently<br>161 - 200 |
|------------------|-------------------|-----------------------|-------------------------|---------------------------|
| 0-14 15-27 28-40 | 41-54 55-77 78-80 | 81-94 95-117 118-120  | 121-134 135-157 158-160 | 161-174 175-187 187-200   |