



# Percussion

Band \_\_\_\_\_ Perf. time \_\_\_\_\_

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

Evaluate each sub caption below based on the criteria. Performances are to be evaluated with the understanding that the achievement level must be determined by the construction and content of the program (what) in combination with the performance level that is being demonstrated (how). Judges are not to consider one of these elements without considering the other. **Consider both sideline percussion and field percussion in all of the following areas.**

<p><b>Musicianship/Technique &amp; Execution (100)</b></p> <p>Musicianship/Artistry</p> <p>Balance/Blend</p> <p>Expression/Dynamics</p> <p>Accuracy/Clarity</p> <p>Technique/Uniformity</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td>Box 1</td> <td>Box 2</td> <td>Box 3</td> <td>Box 4</td> <td>Box 5</td> </tr> <tr> <td>Novice</td> <td>Apprentice</td> <td>Proficient</td> <td>Distinguished</td> <td>Distinguished</td> </tr> <tr> <td>0-39</td> <td>40-59</td> <td>60-79</td> <td>80-89</td> <td>90-100</td> </tr> </table> <p><b>Score</b></p>	Box 1	Box 2	Box 3	Box 4	Box 5	Novice	Apprentice	Proficient	Distinguished	Distinguished	0-39	40-59	60-79	80-89	90-100
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Novice	Apprentice	Proficient	Distinguished	Distinguished													
0-39	40-59	60-79	80-89	90-100													
<p><b>Performance Effect (100)</b></p> <p>Coordination/Contribution</p> <p>Showmanship/Intensity/Emotion</p> <p>Style/Interpretation</p> <p>Visual Execution</p> <p>Tuning &amp; Implement Selection</p>	<p><b>Comments</b></p>	<table border="1"> <tr> <td>Box 1</td> <td>Box 2</td> <td>Box 3</td> <td>Box 4</td> <td>Box 5</td> </tr> <tr> <td>Novice</td> <td>Apprentice</td> <td>Proficient</td> <td>Distinguished</td> <td>Distinguished</td> </tr> <tr> <td>0-39</td> <td>40-59</td> <td>60-79</td> <td>80-89</td> <td>90-100</td> </tr> </table> <p><b>Score</b></p>	Box 1	Box 2	Box 3	Box 4	Box 5	Novice	Apprentice	Proficient	Distinguished	Distinguished	0-39	40-59	60-79	80-89	90-100
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<p>Signature _____</p>		<p>Total Score: _____</p>															