

Band Sight-reading Competition

Tone (for the classification entered)

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> Students play with mature, characteristic sounds <u>throughout</u> the performance Pitches are centered and focused. Students perform with good balance/blend with only <u>minor lapses</u> that are quickly corrected. There is “<u>near perfect</u>” intonation within and between sections. Dynamic contrast is <u>obvious and effective</u>. Students perform with proper support and with little or no distortion. 	<ul style="list-style-type: none"> Students exhibit excellent mature, characteristic tone, but there are occasional flaws where students are unable to control and focus the sounds. Good balance and blend within and between sections is demonstrated but there are <u>obvious flaws</u> that do not recover quickly. The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>numerous</u> flaws. Dynamic contrasts are not always obvious and/or are performed with a lack of control. 	<ul style="list-style-type: none"> Students perform with a fundamental approach to good tone production but performers are <u>often</u> pushed beyond their ability to control tone quality in varying dynamic ranges. Proper breath support is lacking <u>at times</u>. Sounds are <u>at times</u> harsh, thin and/or pinched Balance and blend are present, but <u>lapses</u> consistently occur. Instruments are tuned, but individual and sectional problems <u>consistently</u> occur. 	<ul style="list-style-type: none"> Students exhibit an <u>immature</u> approach to characteristic sound throughout most of the performance Performers demonstrate a lack of understanding of balanced musical lines and blend of sounds within the ensemble Performers demonstrate little awareness of tuning tendencies of instruments and uniform intonation within the ensemble. There are an extreme amount of flaws. There is little or no use of dynamic contrast. 	<ul style="list-style-type: none"> Students demonstrate poor characteristic tone quality and have little or no control or focus of their sound Performers appear to have no understanding of balancing musical lines and blending sounds within sections or the ensemble Performers demonstrate no understanding of tuning tendencies of instruments or sensitivity to uniform intonation within the ensemble There is little or no evidence of attempts and dynamic contrast

Technique (for the classification entered)

<ul style="list-style-type: none"> Most pitches are correct. Missed /key accidentals are corrected quickly. Manual dexterity and flexibility are <u>near flawless</u> with only <u>minor</u> flaws that recover quickly Precision and clarity are good <u>at all</u> tempos Rhythmic approach is uniform <u>throughout</u> the ensemble Articulation is appropriate and <u>consistent</u> throughout the performance 	<ul style="list-style-type: none"> Most pitches are correct but missed key/accidentals are not corrected quickly. Manual dexterity and flexibility are excellent, but there are often lapse that do not recover quickly. Precision and clarity are good but some passages are occasionally not performed together. Articulation is appropriate much of the time, but there are occasions when inconsistencies detract from the overall performance. 	<ul style="list-style-type: none"> Students miss pitches and do not recover quickly. Manual dexterity and flexibility are good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision. There are <u>inconsistencies</u> in rhythmic approach. Rapid passages are not performed together. Attacks and releases are inconsistent throughout much of the performance. Articulation is used inappropriately <u>at times</u>. 	<ul style="list-style-type: none"> Students miss <u>numerous</u> pitches throughout the performance. Manual dexterity and flexibility are obviously missing resulting in overall lack of clarity and precision. Attacks and releases are not performed together <u>most</u> of the time. Articulation is inappropriate <u>most</u> of the time. 	<ul style="list-style-type: none"> Students miss pitches and do not recognize use of key/accidentals. Performers’ manual dexterity and flexibility are pushed <u>beyond</u> their ability to meet the technical demands of the music. Attacks and release are <u>not</u> performed together. There is an inadequate approach to <u>total</u> articulation performed in the music.
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Musicianship (for the classification entered)

<ul style="list-style-type: none"> Students perform artistically with the appropriate musical style on <u>all</u> selections Students are very sensitive to musical phrasing, shaping phrases and giving direction to musical lines. Students give <u>obvious</u> attention to musical nuance and dynamic markings. Students perform the music at an <u>appropriate</u> tempo. Performers <u>convey</u> an artistic, energetic, and emotional understanding of the music to the audience. 	<ul style="list-style-type: none"> Students perform artistically with the appropriate style with only minor inconsistencies. Students are sensitive to musical line and phrasing, but there are minor flaws that detract from the performance. Students’ use of musical nuance and dynamics are effective, but there are minor flaws. Tempo is excellent for the selections performed, but there are minor lapses – rushing, dragging - that detract from the performance. Students convey musical understanding <u>most</u> of the time. 	<ul style="list-style-type: none"> Performers use proper style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies. Performers <u>often</u> rush phrase endings and fail to shape musical phrases. Performers exhibit an awareness of pulse and tempo, but there are <u>lapses</u> and performers are <u>often</u> slow to recover. Performers are <u>inconsistent</u> in achieving dynamic variation and use of musical nuance markings. Performance is somewhat mechanical, lacking emotion and energy. 	<ul style="list-style-type: none"> Performers do not address musical style throughout <u>most</u> of the performance. Little attention is given to proper shaping of musical lines and phrasing. Tempos slow or inconsistent throughout <u>most</u> of the performance. Little attention is given to musical nuance and dynamic contrast. Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills. 	<ul style="list-style-type: none"> There is no attempt to address musical style throughout the performance. No attention proper shaping of musical line and phrasing. Tempos are inadequate for the music performed. Almost no attention is given to musical nuance and dynamic variation. Students’ display of musical understanding is inadequate due to a lack of most all fundamental performance skills.
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