UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
MUSIC ENSEMBLE ADJUDICATION SHEET

School ____________________________ Conference ____________

Director ________________________ Number of Performers ____________ Contest Date __/__/____

MUSIC ENSEMBLE CONTENT
+ - Coordination and Effective Use of All Performing Elements
+ - Suitability of Musical Content
+ - Frequency/Demand of Movement while Playing
+ - Content with Respect to Challenge
+ - Continuity and Flow/Pacing
+ - Coordination and Artistic Expression

Content Score (500) ____________________________

MUSIC ENSEMBLE ACHIEVEMENT
+ - Phrasing and Artistic Expression
+ - Blend, Balance, and Transparency
+ - Precision and Timing
+ - Dynamic Contrast
+ - Style and Articulation
+ - Effective Use of Electronics (when present)

Achievement Score (500) ____________________________

Total Score (1000) ____________________________

Signature of Adjudicator ____________________________

RARELY          SOMETIMES          USUALLY          CONSISTENTLY          ALWAYS

1  25  50  83  118  150  151  200  250  300  301  350  400  450  451  475  500
MUSIC ENSEMBLE CONTENT
To what degree does the repertoire for the ensemble demonstrate:
‣ effective utilization of all performers on the field?
‣ appropriate frequency/demand of movement?
‣ suitable musical content for the performers?
‣ content that challenges the performers?
‣ a sense of flow and pacing which is logical and artistic?
‣ coordination of all musical elements which highlights the artistic expression of the ensemble?

MUSIC ENSEMBLE ACHIEVEMENT
To what degree do the performers in the ensemble demonstrate:
‣ phrasing and artistic expression that is of the highest musical value?
‣ balance and blend that is clear and appropriate throughout the presentation?
‣ a refined sense of rhythmic precision and timing?
‣ a purposeful approach to dynamic contrast throughout the sections?
‣ an approach to style and articulation that is clear and consistent through all instrument voices?
‣ an effective performance of electronic content where appropriate?

RARELY | SOMETIMES | USUALLY | CONSISTENTLY | ALWAYS
---|---|---|---|---
1 | 25 | 50 | 83 | 118 | 150 | 183 | 218 | 250 | 283 | 318 | 350 | 383 | 418 | 450 | 475 | 500
WOODWIND CONTENT
+ - Coordination of All Performing Elements
+ - Suitability of Musical Content
+ - Frequency/Demand of Movement While Playing
+ - Content with Respect to Challenge
+ - Continuity and Flow/Pacing
+ - Effective Use of All Performing Elements

WOODWIND ACHIEVEMENT
+ - Tone Quality
+ - Intonation
+ - Technique and Accuracy
+ - Phrasing and Artistic Expression
+ - Blend and Balance
+ - Precision and Timing
+ - Dynamic Contrast
+ - Style and Articulation

Content Score (500) _____________

Achievement Score (500) ___________

Total Score (1000) _____________

Signature of Adjudicator ____________________________
STATE MARCHING BAND CONTEST
WOODWIND ADJUDICATION SHEET

WOODWIND CONTENT
To what degree does the content written for the woodwinds demonstrate:
• effective utilization of all performers on the field?
• suitable musical content for the performers?
• appropriate frequency/demand of movement?
• content that challenges the performers?
• a logical flow which results in simultaneous responsibility/movement while playing?
• coordination of all musical elements which highlights the artistic expression of the ensemble?

WOODWIND ACHIEVEMENT
To what degree do the performers demonstrate:
• appropriate, characteristic tone quality?
• proper intonation across multiple ranges and dynamic levels?
• technique and rhythmic accuracy that is refined to the highest level of precision?
• clear phrasing and a depth of artistic expression?
• blend, balance, and dynamic contrast which is clear and consistent throughout the presentation?
• a highly-developed sense of precision and timing?
• a purposeful approach to dynamic contrast throughout the sections?
• a clear approach to style and articulation throughout all instrument voices?

RARELY	SOMETIMES	USUALLY	CONSISTENTLY	ALWAYS

1	25	50	83	118	150	151	200	250	300	301	350	400	450	451	475	500
UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
BRASS ADJUDICATION SHEET

School ___________________________ Conference ________

Director ___________________________ Number of Performers ________ Contest Date ________/____/____

<table>
<thead>
<tr>
<th>BRASS CONTENT</th>
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<tbody>
<tr>
<td>+ - Coordination of All Performing Elements</td>
</tr>
<tr>
<td>+ - Suitability of Musical Content</td>
</tr>
<tr>
<td>+ - Frequency/Demand of Movement While Playing</td>
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<tr>
<td>+ - Content with Respect to Challenge</td>
</tr>
<tr>
<td>+ - Continuity and Flow/Pacing</td>
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<tr>
<td>+ - Effective Use of All Performing Elements</td>
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</tbody>
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<table>
<thead>
<tr>
<th>BRASS ACHIEVEMENT</th>
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</thead>
<tbody>
<tr>
<td>+ - Tone Quality</td>
</tr>
<tr>
<td>+ - Intonation</td>
</tr>
<tr>
<td>+ - Technique and Accuracy</td>
</tr>
<tr>
<td>+ - Phrasing and Artistic Expression</td>
</tr>
<tr>
<td>+ - Blend and Balance</td>
</tr>
<tr>
<td>+ - Precision and Timing</td>
</tr>
<tr>
<td>+ - Dynamic Contrast</td>
</tr>
<tr>
<td>+ - Style and Articulation</td>
</tr>
</tbody>
</table>

Content Score (500) ____________
Achievement Score (500) ____________

Total Score (1000) ____________

Signature of Adjudicator ___________________________

RARELY | SOMETIMES | USUALLY | CONSISTENTLY | ALWAYS
------ | -------- | ------- | ----------- | ----
1  25  50  83  118  150  151  200  250  300  301  350  400  450  451  475  500
UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
BRASS ADJUDICATION SHEET

**BRASS CONTENT**
To what degree does the content written for the woodwinds demonstrate:
- effective utilization of all performers on the field?
- suitable musical content for the performers?
- appropriate frequency/demand of movement?
- content that challenges the performers?
- a logical flow which results in simultaneous responsibility/movement while playing?
- coordination of all musical elements which highlights the artistic expression of the ensemble?

**BRASS ACHIEVEMENT**
To what degree do the performers demonstrate:
- appropriate, characteristic tone quality?
- proper intonation across multiple ranges and dynamic levels?
- technique and rhythmic accuracy that is refined to the highest level of precision?
- clear phrasing and a depth of artistic expression?
- blend, balance, and dynamic contrast which is clear and consistent throughout the presentation?
- a highly-developed sense of precision and timing?
- a purposeful approach to dynamic contrast throughout the sections?
- a clear approach to style and articulation throughout all instrument voices?
UNIVERSITY INTERSCHOLASTIC LEAGUE

STATE MARCHING BAND CONTEST
PERCUSSION ADJUDICATION SHEET

School ___________________________________________  Conference __________________

Director __________________________  Number of Performers ______________  Contest Date _____/____/____

PERCUSSION CONTENT
+ - Coordination of All Performing Elements
+ - Suitability of Musical Content
+ - Frequency/Demand of Movement While Playing
+ - Content with Respect to Challenge
+ - Continuity and Flow/Pacing
+ - Effective Use of Electronics (when present)

PERCUSSION ACHIEVEMENT
+ - Individual to Individual Section Cohesiveness
+ - Section to Section Ensemble Cohesiveness

BATTERY
+ - Quality/Tuning
+ - Precision and Timing
+ - Technique
+ - Blend, Balance, and Transparency
+ - Phrasing and Artistic Expression
+ - Dynamic Contrast

FRONT ENSEMBLE
+ - Quality/Tuning
+ - Precision and Timing
+ - Technique
+ - Blend, Balance, and Transparency
+ - Phrasing and Artistic Expression
+ - Dynamic Contrast

Content Score (500)  Achievement Score (500)  Total Score (1000)

RARELY  SOMETIMES  USUALLY  CONSISTENTLY  ALWAYS
1  25  50  83  118  151  200  250  300  350  400  450  475  500

Signature of Adjudicator ____________________________
**PERCUSSION CONTENT**

To what degree does the content written for the percussion demonstrate:
- coordination of all musical elements which highlights the artistic expression of the ensemble?
- suitable musical content for the performers?
- appropriate frequency/demand of movement?
- content that challenges the performers?
- a logical flow which results in simultaneous responsibility/movement while playing?
- an effective use of electronic content where appropriate?

**PERCUSSION ACHIEVEMENT**

To what degree do the performers demonstrate:
- cohesiveness from performer-to-performer and section-to-section?
- appropriate, characteristic quality of sound?
- a refined sense of rhythmic precision and timing?
- technique and rhythmic accuracy that is achieved at the highest levels?
- blend and balance which is consistent and transparent throughout the presentation?
- phrasing and artistic expression that is of the highest musical value?
- a clear approach to dynamic contrast and expression throughout all instrument voices?

<table>
<thead>
<tr>
<th>RARELY</th>
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<th>USUALLY</th>
<th>CONSISTENTLY</th>
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<tr>
<td>1</td>
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<td>450</td>
<td>475</td>
<td>500</td>
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</tbody>
</table>
VISUAL INDIVIDUAL CONTENT
To what degree does the repertoire for the ensemble demonstrate:
› effective visual reinforcement of the musical content crafted for the performers?
› suitable visual content for the performers?
› appropriate frequency and demand of movement?
› handling of simultaneous responsibilities at the highest levels?
› a sense of flow and pacing which is logical and artistic for the individual performers?
› coordination of all visual elements which highlights the artistic expression of the performers?

VISUAL INDIVIDUAL ACHIEVEMENT
To what degree do the performers demonstrate:
› a refined sense of achievement with regard to form control and intervallic relationships?
› depth of training resulting in a clear, uniform approach to control of body and equipment?
› precision with regard to the timing of visual events?
› a clear demonstration of individual movement style throughout the ensemble?
› a sense of poise, presence, and communication throughout the performance?
› a successful effort to recover from errors when present?

RARELY | SOMETIMES | USUALLY | CONSISTENTLY | ALWAYS
---|---|---|---|---
1 | 25 | 50 | 83 | 118 | 150 | 151 | 200 | 250 | 300 | 301 | 350 | 400 | 450 | 451 | 475 | 500
UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
VISUAL ENSEMBLE ADJUDICATION SHEET

School ___________________________________________ Conference ______

Director ___________________________ Number of Performers ____________ Contest Date ___/___/____

<table>
<thead>
<tr>
<th>VISUAL ENSEMBLE CONTENT</th>
<th>VISUAL ENSEMBLE ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ - Effective Use of All Performing Elements</td>
<td>+ - Achievement of Form/Interval</td>
</tr>
<tr>
<td>+ - Effective Visual Reinforcement of Music</td>
<td>+ - Precision and Timing</td>
</tr>
<tr>
<td>+ - Effective Use of Equipment/Movement</td>
<td>+ - Uniformity of Style</td>
</tr>
<tr>
<td>+ - Suitability of Visual Content</td>
<td>+ - Professionalism</td>
</tr>
<tr>
<td>+ - Frequency/Demand of Movement</td>
<td>+ - Recovery</td>
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<tr>
<td>While Playing</td>
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<tr>
<td>+ - Continuity and Flow/Pacing</td>
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<tr>
<td>+ - Coordination and Staging</td>
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</tbody>
</table>

**Content Score (500)** | **Achievement Score (500)** | **Total Score (1000)**

Signature of Adjudicator ____________________________________________

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<td>83</td>
<td>118</td>
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</tbody>
</table>
### VISUAL ENSEMBLE CONTENT
To what degree does the repertoire for the ensemble demonstrate:
- effective utilization of all performers?
- appropriate visual reinforcement of the music?
- effective use of equipment and movement?
- suitable musical content for the performers?
- appropriate frequency and demand of movement while playing?
- a sense of flow and pacing which is logical and artistic?
- coordination of all visual elements which highlights the artistic expression of the ensemble?

### VISUAL ENSEMBLE ACHIEVEMENT
To what degree do the performers demonstrate:
- a refined sense of achievement with regard to form control and intervallic relationships?
- precision with regard to the timing of visual events?
- depth of training resulting in a clear, uniform approach to style?
- professionalism in all aspects of the presentation?
- a successful effort to recover from errors when present?

### SCORING SCALE
<table>
<thead>
<tr>
<th>RARELY</th>
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<td>450</td>
<td>451</td>
<td>475</td>
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</tbody>
</table>
UNIVERSITY INTERSCHOLASTIC LEAGUE
STATE MARCHING BAND CONTEST
CONTENT AND DESIGN ADJUDICATION SHEET

School ____________________________  Conference __________

Director __________________________  Number of Performers ______________  Contest Date _____/_____/_____

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ - Effective Use of All Performing Elements</td>
<td>+ - Delivered and Sustained Roles</td>
</tr>
<tr>
<td>+ - Effective Visual Reinforcement of Music</td>
<td>+ - Communication of Musical/Visual Roles</td>
</tr>
<tr>
<td>+ - Suitability of Musical and Visual Content</td>
<td>+ - Audience Engagement</td>
</tr>
<tr>
<td>+ - Frequency/Demand of Movement while Playing</td>
<td>+ - Artistry</td>
</tr>
<tr>
<td>+ - Simultaneous Responsibility</td>
<td>+ - Nuance</td>
</tr>
<tr>
<td>+ - Content with Respect to Challenge</td>
<td>+ - Involvement</td>
</tr>
<tr>
<td>+ - Continuity and Flow/Pacing</td>
<td>+ - Professionalism</td>
</tr>
<tr>
<td>+ - Coordination and Staging</td>
<td></td>
</tr>
<tr>
<td>+ - Creativity, Originality, and Imagination</td>
<td></td>
</tr>
<tr>
<td>+ - Variety/Range of Expression</td>
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</tr>
</tbody>
</table>

Content Score (500)  Achievement Score (500)

Total Score (1000)

Signature of Adjudicator __________________________
## UNIVERSITY INTERSCHOLASTIC LEAGUE

**STATE MARCHING BAND CONTEST**

**CONTENT AND DESIGN ADJUDICATION SHEET**

<table>
<thead>
<tr>
<th>CONTENT AND DESIGN</th>
<th>CONTENT AND DESIGN ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree does the repertoire for the ensemble demonstrate:</td>
<td></td>
</tr>
<tr>
<td>‣ effective utilization of all performers?</td>
<td></td>
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<tr>
<td>‣ appropriate visual reinforcement of the musical content?</td>
<td></td>
</tr>
<tr>
<td>‣ suitable musical and visual content?</td>
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<tr>
<td>‣ appropriate frequency and demand of movement throughout the performance?</td>
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<tr>
<td>‣ handling of simultaneous responsibilities at the highest levels?</td>
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</tr>
<tr>
<td>‣ content that challenges the performers?</td>
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</tr>
<tr>
<td>‣ a sense of flow and pacing which is logical and artistic?</td>
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</tr>
<tr>
<td>‣ coordination of all visual elements which highlights the artistic expression of the performers?</td>
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<tr>
<td>‣ creativity, originality, and imagination throughout the performance?</td>
<td></td>
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<tr>
<td>‣ a variety of expressive elements throughout the arc of the presentation?</td>
<td></td>
</tr>
<tr>
<td>To what degree do the performers demonstrate:</td>
<td></td>
</tr>
<tr>
<td>‣ effective presentation of sustained roles throughout the performance?</td>
<td></td>
</tr>
<tr>
<td>‣ strong commitment to the communication of assigned musical and visual roles?</td>
<td></td>
</tr>
<tr>
<td>‣ a connection with the audience throughout the presentation?</td>
<td></td>
</tr>
<tr>
<td>‣ a sense of nuance, artistry, and involvement throughout the performance?</td>
<td></td>
</tr>
<tr>
<td>‣ intent communicated effectively to the audience?</td>
<td></td>
</tr>
<tr>
<td>‣ professionalism in all aspects of the presentation?</td>
<td></td>
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</tbody>
</table>

### RATING SCALE

- Rarely
- Sometimes
- Usually
- Consistently
- Always

<table>
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<td>150</td>
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<tr>
<td>151</td>
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