



VJA Marching Band Invitational (2018)

Victor J. Andrew High School  
Saturday, September 15, 2018



A

	Music Performance										Visual Performance										General Effect										Extras										
	Individual					Ensemble					Individual					Ensemble					Music					Visual					Timing & Penalties					Percussion			Color Guard		
	R. Shartzler		J. Shartzler			S/D/A		Mus Art			J. Kelly		J. Gentry			J. Cook		M. Threlkeld			B. Spidel		F. Bischoff		J. Huffman		W. Conway														
	Tot	Acc/Tech	Tot	SD/A	Mus Art	Tot	C/S	Acc/Det	Tot	Vis Art	Exc/Tech	Tot	Rep	Perf	Tot	Rep	Perf	Tot	Rep	Perf	Tot	Pen	Comp	Perf	Tot	Cool	Mus	Vis Art	Tot												
Dwight D. Eisenhower High School	56	2	51	10.70	55	4	52	10.70	10.70	54	3	50	10.40	45	3	40	8.50	9.45	58	55	11.30	59	2	59	1	58	54	11.00	33.80	53.950	59	4	56	115.00	16	14	21	51.00	166.00		
Providence Catholic High School	55	3	51	10.60	59	2	55	11.40	11.00	56	2	54	11.00	48	2	47	9.50	10.25	51	47	9.80	60	1	60	2	57	55	11.30	32.20	53.450	61	3	60	121.00	17	15	20	52.00	173.00		
Wheaton Warrenville South High School	56	1	57	11.50	62	1	60	12.20	11.85	60	1	56	11.60	49	1	48	9.70	10.65	48	46	9.40	57	2	57	1	50	49	10.00	30.10	52.600	65	1	64	126.00	15	16	19	50.00	176.00		
Sandwich High School	45	4	43	8.80	57	3	53	11.00	9.90	48	4	44	9.20	41	4	35	7.60	8.40	43	41	9.60	54	4	45	3	45	47	9.60	29.10	47.400	63	2	61	121.00	13	12	18	43.00	164.00		
Herschler High School	42	5	41	8.30	54	4	49	10.30	9.30	42	4	40	8.20	37	5	37	7.40	7.80	43	41	8.40	45	5	38	4	38	50	10.30	27.00	44.100	58	5	55	113.00	19	18	24	61.00	174.00		
Bremen High School	39	6	37	7.60	48	6	45	9.30	8.45	40	6	38	7.80	33	6	31	6.40	7.10	40	37	7.70	43	6	36	7.90	15.60	47	9.00	24.60	40.150	55	6	53	108.00	10	8	12	30.00	138.00		
	6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		6		

\* Total reflects factored subcaptions

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# 1

# Music Performance Individual

<p><b>Tone Quality / Intonation</b></p> <ul style="list-style-type: none"> <li>• Consistent Tone Quality</li> <li>• Consistent Tuning and Intonation Control</li> <li>• Characteristic Instrument Sound Quality and Focus</li> <li>• Musical, Environmental, and Physical Challenges</li> </ul>	<p><b>Accuracy / Technique</b></p> <ul style="list-style-type: none"> <li>• Accurate Articulation Methodology</li> <li>• Tonal Center</li> <li>• Rhythmic Accuracy and Consistency</li> <li>• Clarity and Uniformity of Dexterity Control</li> <li>• Simultaneous Responsibilities</li> </ul>
<b>Score</b>	<b>Score</b>
100	100
<b>Total</b>	
Maximum 200	

**JUDGE:** \_\_\_\_\_

Rarely 0-10	Infrequently 11-30	Sometimes 31-70	Usually 71-90	Always 91-100
0 4 8 10 11	18 25 30 31	44 58 70 71	78 85 90 91	94 98 100

# 2

## Music Performance Ensemble

<p><b>Overall Sound Quality /Accuracy</b></p> <ul style="list-style-type: none"> <li>• Ensemble Sonority, Intonation, and Tuning</li> <li>• Balance and Blend</li> <li>• Tonal Center and Focus</li> <li>• Clear and Appropriate Methodology</li> <li>• Vertical Alignment and Rhythmic Interpretation</li> <li>• Musical, Environmental, and Physical Challenges</li> </ul>	<p><b>Musical Artistry</b></p> <ul style="list-style-type: none"> <li>• Full Range of Expression, Detail, and Nuance</li> <li>• Phrasing and Musical Inflection</li> <li>• Clarity and Uniformity of Style and Interpretation</li> <li>• Range of Musical Devices</li> <li>• Expressive Qualities of the Music by All Elements</li> <li>• Simultaneous Responsibilities</li> </ul>
<p><b>Score</b></p>	<p><b>Score</b></p>
<p>100</p>	<p>100</p>
<p><b>Total</b></p>	
<p>Maximum 200</p>	

JUDGE: \_\_\_\_\_

<p>Rarely 0-10</p>	<p>Infrequently 11-30</p>	<p>Sometimes 31-70</p>	<p>Usually 71-90</p>	<p>Always 91-100</p>

# 4

## Visual Performance Individual

<p><b>Challenges and Skills</b></p> <ul style="list-style-type: none"> <li>• Form, Body, and Equipment Challenges</li> <li>• Variety and Range of Skills</li> <li>• Tempo and Pulse</li> <li>• Variety of Techniques</li> <li>• Simultaneous Responsibilities</li> </ul>	<p><b>Accuracy and Definition</b></p> <ul style="list-style-type: none"> <li>• Control of Form, Body, and Equipment</li> <li>• Demonstration of Variety and Range of Skills</li> <li>• Control of Tempo and Pulse</li> <li>• Demonstration of Training and Style</li> <li>• Recovery</li> </ul>
<b>Score</b>	<b>Score</b>
100	100
<b>Total</b>	
Maximum 200	

**JUDGE:** \_\_\_\_\_

Rarely 0-10	Infrequently 11-30	Sometimes 31-70	Usually 71-90	Always 91-100
0 4 8 10 11 18 25 30 31 44 58 70 71 78 85 90 91 94 98 100				

# 5

## Visual Performance Ensemble

Visual Artistry	Excellence and Technique
<ul style="list-style-type: none"> <li>• Quality use of the Elements of Design</li> <li>• Visual Musicality</li> <li>• Unity</li> <li>• Range and Variety of Skills</li> <li>• Artistic Expression</li> <li>• Integration</li> <li>• Simultaneous Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Control and Balance of Form</li> <li>• Ensemble Cohesiveness</li> <li>• Precision, Uniformity, and Timing</li> <li>• Technique in Form, Body, and Equipment/Recovery</li> <li>• Projection of Style</li> <li>• Achievement of Effort Changes</li> </ul>
<b>Score</b>	<b>Score</b>
100	100
<b>Total</b>	
Maximum 200	

JUDGE: \_\_\_\_\_

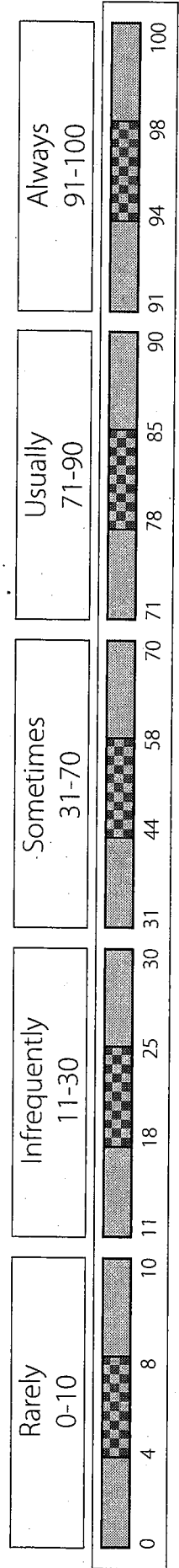
Rarely 0-10	Infrequently 11-30	Sometimes 31-70	Usually 71-90	Always 91-100
0 4 8 10 11	18 25 30 31	38 44 58 70 71	78 85 90 91	94 98 100

# 3a

## General Effect Music 1

Effectiveness of the Musical Repertoire	Effectiveness of the Musical Performance
<ul style="list-style-type: none"> <li>• Creativity and Imagination</li> <li>• Coordination and Staging of Elements</li> <li>• Use of Time and Pacing of Effects</li> <li>• Appropriate Range of Expressions</li> <li>• Continuity and Flow of musical ideas</li> <li>• Contribution for Enrichment/Enhancement of All Elements</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of Musical Intent</li> <li>• Emotion</li> <li>• Professionalism</li> <li>• Artistry</li> <li>• Involvement</li> </ul>
<b>Score</b>	<b>Score</b>
100	100
<b>Total</b>	
Maximum 200	

JUDGE: \_\_\_\_\_



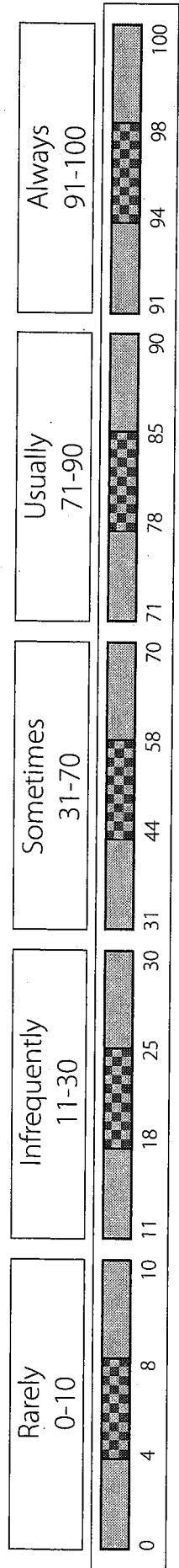


# 3b

## General Effect Music 2

<p><b>Effectiveness of the Musical Repertoire</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination</li> <li>• Coordination and Staging of Elements</li> <li>• Use of Time and Pacing of Effects</li> <li>• Appropriate Range of Expressions</li> <li>• Continuity and Flow of musical ideas</li> <li>• Contribution for Enrichment/Enhancement of All Elements</li> </ul>	<p><b>Effectiveness of the Musical Performance</b></p> <ul style="list-style-type: none"> <li>• Communication of Musical Intent</li> <li>• Emotion</li> <li>• Professionalism</li> <li>• Artistry</li> <li>• Involvement</li> </ul>
<p><b>Score</b></p> <p>100</p>	<p><b>Score</b></p> <p>100</p>
<p><b>Total</b></p> <p>Maximum 200</p>	

JUDGE: \_\_\_\_\_

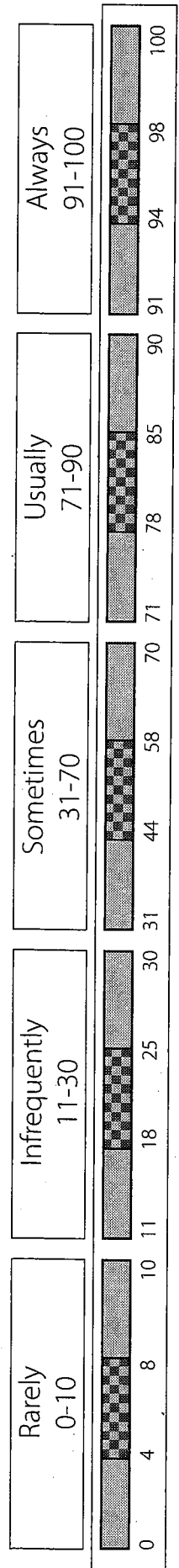


# 6

## General Effect Visual


<p><b>Effectiveness of the Visual Repertoire</b></p> <ul style="list-style-type: none"> <li>• Interpretation and Enhancement of the Music</li> <li>• Coordination and Staging of Elements</li> <li>• Pacing of Effects</li> <li>• Creativity/Imagination/Originality</li> <li>• Use of Audio-Visual Balance/Blend/Focus</li> <li>• Continuity and flow of visual Ideas</li> <li>• Effective Use of Movement/Form/Color</li> </ul>	<p><b>Effectiveness of the Visual Performance</b></p> <ul style="list-style-type: none"> <li>• Communication of Roles</li> <li>• Emotion</li> <li>• Professionalism</li> <li>• Artistry</li> <li>• Involvement</li> </ul>
<p><b>Score</b></p>	<p><b>Score</b></p>
<p>100</p>	<p>100</p>
<p><b>Total</b></p>	
<p>Maximum 200</p>	

JUDGE: \_\_\_\_\_




## PERCUSSION

Consider the enhancement of the entire band's performance by the percussion section. Evaluate each caption below based on the criteria reference. Evaluate each caption below based on the criteria reference. Understand that we evaluate what is being performed at the same time we are evaluating how it is being performed. Since we judge achievement, we must understand that the construction and content of a program, in combination with the performance level being demonstrated, will determine the achievement level. It is impossible to consider one of these elements without considering the other.

	<b>Composition</b> (100)  Orchestration <i>-Elements of Design, Melody - Harmony - Rhythm - Dynamics</i> <i>-Range of Content</i> <i>-Variety</i> <i>-Continuity</i>  Clarity of Intent  Simultaneous Responsibility	59
	<b>Performance Quality</b> (100)  Sound Production Musicianship Rhythmic Clarity Uniformity Ensemble Cohesiveness	56
Signature: 	Total Score:  (100 Points possible, Divide 200 / 2)	115

**AUXILIARY**

Consider the enhancement of the entire band's performance by the auxiliary. Evaluate each caption below based on the criteria reference. Evaluate each caption below based on the criteria reference. Understand that we evaluate what is being performed at the same time we are evaluating how it is being performed. Since we judge achievement, we must understand that the construction and content of a program, in combination with the performance level being demonstrated, will determine the achievement level. It is impossible to consider one of these elements without considering the other.

	<p><b>Coordination</b> (30)</p> <p>Form development          Physical control          Staging          Style          Continuity/Unity          Ensemble Cohesiveness</p>	<p>16</p>
	<p><b>Musicality</b> (30)</p> <p>Communication of Musical Intent          Stylistic Interpretation          Tempo, Pulse, Control</p>	<p>14</p>
	<p><b>Visual Artistry</b> (40)</p> <p>Expression          Phrasing          Variety          Visual Musicality</p>	<p>21</p>
<p>Signature:  </p>	<p><b>Total Score:</b>          (100 Points possible)</p>	<p>51</p>