

AUXILIARY

SCHOOL NAME _____

Credit should be given in the define sub-captions which collectively combine to display effectiveness and quality composition through a blend of design and performance. Inherent in design is the auxiliary's contribution to the program concept.

COMMENTS:

REPERTOIRE/ DESIGN (50)

TECHNICAL CONTENT
MUSICAL CONTENT
DEPTH OF SCORING
ENSEMBLE COMPLEXITY
SIMULTANEOUS RESPONSIBILITIES

EFFECTIVENESS/ SHOWMANSHIP (50)

UNIFORMITY OF TECHNIQUE
SEGMENTAL CLARITY
ENSEMBLE COHESIVENESS
MUSICIANSHIP

TOTAL SCORE
(MAX 100)

JUDGE

AUXILIARY

REPERTOIRE/ DESIGN

What

	10-15	16-29	30-43	44-50
	<p>There is a limited understanding of design and composition. Some fundamentals of design, along with sporadic visual musicality, produce a sense of program concept; however, the effects are limited. The program is underdeveloped.</p>	<p>The written program displays a basic knowledge of the fundamentals of design. The use of compositional elements is a moderate quality and frequency. The design usually presents the basic musical structure. There is sporadic artistic effort and some creativity. Moments of unique design are sometimes present and effective.</p>	<p>The design usually displays a high level of sophistication. Interludes with the program may depend on tried and proven concepts or may not be fully developed. The use of design elements is of a high quality with only occasional flaws. Design frequently explores various levels of phrasing. Design may require further development, as effects are not maximized.</p>	<p>The written program constantly displays the highest level of quality design. Superior use of compositional elements (line, shape, color, texture, weight, motion). Design consistently reflects & enhances the musical structure. There is a great depth & wide scope of artistic effort, elevating the written program to its highest value.</p>
	10-15	16-29	30-43	44-50
	<p>Student occasional display appeal and emotion. Mood is occasionally established & student communicate some awareness of their role. Achievement of excellence is sporadic. The communication of expressive qualities often not understood.</p>	<p>There are moderate levels of appeal and emotion. Establishment of mood is apparent & the students show a moderate understanding of their roles. Students are aware of stylistic responsibilities & are capable of achievement much of the time. Display of fundamental responsibilities of space, time, & form. Style is recognized but not well developed. There is moderate achievement of excellence.</p>	<p>The creation & communication of mood is obvious & the students show a strong understanding of their roles, even though there may be momentary lapses. Levels of appeal & emotion are consistent. The students display an awareness of advanced responsibilities with respect to space, time & form through most of the performance. Style is evident but not fully defined. Occasional breaks in achievement of excellence. Consistent display of technique.</p>	<p>Maximum levels of appeal, emotion, and intent are expressed by the students. Mood is maintained through superb expressive skills, and the performers communicate total understanding of their roles. Communication & involvement are maximized. There is superlative achievement of excellence & technique. Students display full awareness of their responsibilities with respect to space, time, and form. Style is refined & brilliantly expressed.</p>

SHOWMANSHIP