

# DRUM MAJOR

SCHOOL NAME \_\_\_\_\_

The judge must consider exposure to error placed on the student with each sub-caption evaluation. Credit is given for what is displayed and achieved, not merely attempted.

COMMENTS:

## REPERTOIRE DEMAND (50)

Credit here the musical leadership demands placed upon the Drum Major(s).

DIFFICULTY IN CONDUCTING  
FREQUENCY/ DENSITY OF DEMAND  
SCOPE OF RESPONSIBILITY

## EXCELLENCE (50)

CONDUCTING PROFICIENCY  
ENSEMBLE CONTROL  
COMMUNICATION  
INTERPRETATION  
PRESENTATION

**TOTAL SCORE**  
(MAX 100)

\_\_\_\_\_  
JUDGE

# DRUM MAJOR

## REPERTOIRE DEMAND

### What

	10-15	16-29	30-43	44-50
	<p>Program requires a <b>basic</b> level of conducting skills. Few musical demands and simultaneous responsibilities are placed on the Drum Major(s). The Major(s) has <b>minimal</b> responsibilities in communicating to the ensemble. The scope of conducting range is <b>limited</b></p>	<p>Program requires a <b>moderate</b> level of conducting skills. Moderate musical demands and some simultaneous responsibilities are placed on the Drum Major(s). The Major(s) is <b>sometimes</b> required to communicate changes in meter, tempo, dynamics, and musical style. A <b>moderate</b> scope of conducting range is required.</p>	<p>Program requires an <b>above average</b> level of conducting skills. Higher than average musical demands and many simultaneous responsibilities are often placed on the Drum Major(s). The Major(s) is <b>often</b> required to communicate changes in meter, tempo, dynamics, and musical style. A <b>large scope</b> of conducting range is required.</p>	<p>Program requires <b>extensive</b> conducting skills throughout. Very high musical demands and extensive simultaneous responsibilities are frequently placed on the Drum Major(s). The Major(s) is <b>frequently</b> required to communicate changes in meter, tempo, dynamics, and musical style. An <b>extensive scope</b> of conducting range is required.</p>
	10-15	16-29	30-43	44-50
	<p>Drum Major(s) displays a <b>low</b> level of technical proficiency in conducting phases presented. Demonstrates an inability to control the musical ensembles at times. Communication with the performers is <b>not always evident</b>. Interpretation of musical idioms is <b>not always apparent or appropriate</b>. Presentation is not always effective in supporting the overall program.</p>	<p>Drum Major(s) displays a <b>moderate</b> level of technical proficiency throughout conducting phases. Demonstrates a good ability to control the musical ensemble. Communication with the performers is <b>somewhat</b> consistent. Interpretation of musical idioms presented is <b>average</b>. Presentation is <b>moderately effective</b> in supporting the overall program.</p>	<p>Drum Major(s) displays a <b>high level</b> of technical proficiency throughout conducting phases. Demonstrates a <b>high level</b> of control of the musical ensemble. Communication with the performers is <b>highly consistent</b> throughout. Musical interpretation of musical idioms presented is <b>above average</b>. Presentation is very effective in supporting the overall programs.</p>	<p>Drum Major(s) displays a <b>superior</b> level of technical proficiency throughout all conducting phases. Demonstrates an <b>exceptional level</b> of control of the musical ensemble. Communication with the performers is <b>consistently superior</b> throughout. Interpretation of musical idioms presented is <b>exceptional</b>. Presentation is <b>extremely effective</b> in supporting the overall program.</p>

## EXCELLENCE