

Twirler/Majorettes

SCHOOL NAME _____

Performance should be evaluated with the understanding that the construction and content of a program, in combination with the execution demonstrated, will determine the achievement level.

COMMENTS:

REPERTOIRE/ DESIGN (50)

TECHNICAL CONTENT
STAGING/ FIELD COVERAGE
COMPOSITIONAL DEPTH
COMPLEXITY/ DEMAND
SIMULTANEOUS RESPONSIBILITIES

EXECUTION(50)

TECHNIQUE
UNIFORMITY OF STYLE
MUSICIANSHIP
ACCURACY/ CONTROL
GENERAL EFFECT

TOTAL SCORE
(MAX 100)

JUDGE

Twirler/Majorettes

REPERTOIRE

10-15	16-29	30-43	44-50
<p>The written program displays a sub-par understanding of design. Staging/ field coverage is limited, failing to enhance the overall visual program. Composition is basic, with minimal variety and technical difficulty. Sporadic visual musicality exists, but effects are limited. The program is underdeveloped.</p>	<p>The written program displays a basic knowledge of design. Staging, while limited, occasionally enhances the visual program. Composition displays basic variety and a moderate level of technical difficulty. Simultaneous responsibilities, as it pertains to body & equipment, are more evident. Visual musicality is more frequent and recognizable, but limited in design</p>	<p>The design usually displays a high level of sophistication. Staging is well thought out & enhances the visual program. Composition displays a variety of skills & a high level of technical difficult. Simultaneous responsibilities are frequent & demanding. 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 staging that maximizes the visual program. Composition is of the highest quality, displaying a wide variety of skills, & advanced technical difficulty. Design consistently reflects & enhances the musical structure. Great depth to the program.</p>

EXECUTION

10-15	16-29	30-43	44-50
<p>Students occasionally displays appeal and emotion. Mood is occasionally established & students communicate some awareness of their role. Student are unaware of responsibilities, & struggle to maintain confidence & poise. Achievement of excellence is sporadic. Accuracy is scarce, with excessive drops, & control is lacking in relation to body & equipment. Expressive qualities often not understood.</p>	<p>There are moderate levels of appeal and emotion. Mood is apparent, & students display a moderate understanding of their roles. Students are somewhat aware of responsibilities, but occasional breakdowns occur with confidence & poise. Accuracy issues exist, but are less frequent. Students display a moderate level of control in relation to body & equipment. There is moderate achievement of excellence.</p>	<p>The creation & communication of mood is obvious. Students understand their role, though momentary lapses may occur. 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. Occasional breaks in achievement as in pertains to accuracy and control. 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. Communication & involvement are maximized. Students display full awareness of their responsibilities with respect to space, time, and form, maintaining confidence & poise throughout. There is superlative achievement of excellence & technique.</p>