

**UNIVERSITY INTERSCHOLASTIC LEAGUE  
AREA/STATE MARCHING BAND CONTEST  
MUSIC COMMENT SHEET**

School \_\_\_\_\_ City \_\_\_\_\_

Director \_\_\_\_\_ Date \_\_\_\_\_ Conf. \_\_\_\_\_

**Attention:** Judges may use “+” and “-” adjacent to each descriptor to indicate profile of performance.

Judging Scale	Good	Excellent	Superior	Exemplary	
	0	50	100	150	200
<b>Brass Performance</b>					Score 0-200 <input style="width: 50px; height: 20px;" type="text"/>
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
<b>Woodwind Performance</b>					Score 0-200 <input style="width: 50px; height: 20px;" type="text"/>
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
<b>Percussion Performance</b>					Score 0-200 <input style="width: 50px; height: 20px;" type="text"/>
+ - Tone Quality					
+ - Intonation					
+ - Balance/Blend					
+ - Technique					
+ - Effective Use					
<b>Ensemble Performance</b>					Score 0-200 <input style="width: 50px; height: 20px;" type="text"/>
+ - Ensemble Balance/Blend					
+ - Rhythmic Precision					
+ - Intonation					
+ - Articulation					
+ - Suitability and Demand of Music					
<b>Musicianship</b>					Score 0-200 <input style="width: 50px; height: 20px;" type="text"/>
+ - Phrasing					
+ - Dynamic Contrast					
+ - Musical Style					
+ - Tempo					

**Total Score**

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*Signature of Official*

# AREA/ STATE MUSIC COMMENT SHEET

## Brass, Woodwind, Percussion Performance

GOOD 0 - 50	EXCELLENT 51 - 100	SUPERIOR 101 - 150	EXEMPLARY 151-200
<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate <u>average</u> characteristic tone qualities for their instrument and musical style of performance, however, <u>they lose control often</u>.</li> <li>•Student performers demonstrate <u>little awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>•Student performers demonstrate an <u>adequate</u> concept of balanced musical lines and blend of sounds within their section but <u>there are many inconsistencies</u>.</li> <li>•Student performers demonstrate an <u>average</u> mastery of technical demands of the music performed.</li> <li>•Brass, woodwinds, and percussion are <u>not used in a satisfactory manner</u>, and the importance of all instrumental groupings is <u>not evident throughout most of the performance</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate excellent characteristic tone qualities for their instrument and musical style of performance, however, <u>they lose control at times</u>.</li> <li>•Student performers demonstrate an awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but <u>there are several flaws</u>.</li> <li>•<u>For the most part</u> student performers demonstrate an above average concept of balanced musical lines and blend of sounds within their section to produce an appropriate sonority of music performed.</li> <li>•Student performers demonstrate an excellent mastery of technical demands of the music performed, but <u>there are some flaws in technique</u>.</li> <li>•Brass, woodwinds, and percussion are used in an excellent manner, but <u>the importance of all instrumental groupings is not evident throughout the entire performance</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate highly developed characteristic tone qualities for their instrument and musical style of performance, however, <u>there are some minor lapses</u>.</li> <li>•Student performers demonstrate an <u>elevated awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but <u>there are some flaws</u>.</li> <li>•Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed, but <u>there are some minor lapses</u>.</li> <li>•Student performers demonstrate a superior mastery of technical demands of the music performed.</li> <li>•Brass, woodwinds, and percussion are used in a noteworthy manner, however, <u>the importance of all instrumental groupings is not always clear throughout the performance</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers exhibit the <u>best possible</u> characteristic tone qualities for their instrument and musical style of performance.</li> <li>•Student performers demonstrate the <u>most highly developed</u> awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section. <u>Minor flaws are quickly corrected</u>.</li> <li>•Student performers demonstrate <u>outstanding</u> concepts of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed.</li> <li>•Student performers demonstrate a <u>superlative</u> mastery of technical demands of music performed.</li> <li>•Brass, woodwinds, and percussion are used to <u>optimum effect</u>, both individually and collectively, to validate the importance of all instrumental groupings throughout the majority of the performance.</li> </ul>

## Ensemble Performance

GOOD 0 - 50	EXCELLENT 51 - 100	SUPERIOR 101 - 150	EXEMPLARY 151-200
<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates <u>average</u> concepts of balance and blend of sounds, and <u>does not</u> produce a desirable and appropriate sonority of the music performed.</li> <li>•The ensemble exhibits <u>average</u> control of all aspects of rhythm, tempo, and pulse, and <u>there are many lapses</u>.</li> <li>•The ensemble demonstrates <u>little awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation within the ensemble.</li> <li>•The ensemble exhibits an <u>average</u> approach to styles of articulation for the music performed.</li> <li>•The compatibility of the music is <u>adequate</u> for the maturity level of the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates excellent concepts of balanced musical lines and blend of sounds to produce a desirable and appropriate sonority of the music performed <u>throughout most of the performance, but there are inconsistencies</u>.</li> <li>•The ensemble exhibits excellent control of all aspects of rhythm, tempo, and pulse <u>with some lapses</u>.</li> <li>•The ensemble demonstrates an awareness of tuning tendencies of instruments and sensitivity to uniform intonation, but <u>there are many flaws</u>.</li> <li>•The ensemble exhibits an excellent approach to styles of articulation for the music performed <u>with some flaws</u>.</li> <li>•The compatibility of music is excellent for the maturity level of the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates <u>thoroughly developed</u> concepts of balanced musical lines and blend of sounds to produce a desirable and appropriate sonority of the music performed throughout <u>a majority of the performance</u>.</li> <li>•The ensemble <u>effectively</u> exhibits control of all aspects of rhythm, tempo, and pulse <u>with minor lapses</u>.</li> <li>•The ensemble demonstrates a <u>sufficient</u> awareness of tuning tendencies of instruments and sensitivity to uniform intonation, but <u>there are some flaws</u>.</li> <li>•The ensemble exhibits a <u>desirable</u> approach to styles of articulation for the music performed <u>with minor lapses</u>.</li> <li>•The compatibility of the music is superior for the maturity level of the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates the <u>most highly developed</u> concepts of balanced musical lines and blend of sounds to produce a desirable and appropriate sonority of the music performed.</li> <li>•The ensemble exhibits <u>supreme</u> control of all aspects of rhythm, tempo, and pulse.</li> <li>•The ensemble demonstrates a <u>highly developed awareness</u> of tuning tendencies of instruments and sensitivity to uniform intonation. <u>Minor flaws are immediately corrected</u>.</li> <li>•The ensemble exhibits an <u>outstanding</u> approach to styles of articulation for the music performed.</li> <li>•The music is <u>challenging</u> and compatibility is <u>optimum</u> for the maturity level of the ensemble.</li> </ul>

## Musicianship

GOOD 0 - 50	EXCELLENT 51 - 100	SUPERIOR 101 - 150	EXEMPLARY 151-200
<ul style="list-style-type: none"> <li>•For this classification, <u>little evidence</u> of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>•An <u>average</u> use of dynamics proves musically ineffective and <u>results in little contrast for music performed</u>.</li> <li>•Most of the time, the music is <u>not performed</u> artistically in a uniform and appropriate style.</li> <li>•Tempo is <u>average</u> for music performed, is not consistent, and <u>has very little variety</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is <u>somewhat</u> evident within and between sections of the ensemble, but <u>is not consistent</u>.</li> <li>•<u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•Music is performed artistically in a uniform and appropriate style <u>most of the time</u>.</li> <li>•Tempo is appropriate for music performed, but is not consistent and has <u>little variety</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is <u>often achieved</u> within and between sections of the ensemble, but there are inconsistencies.</li> <li>•<u>Throughout most of the performance</u>, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•Music is performed artistically in a uniform and <u>appropriate</u> style.</li> <li>•Control of tempo is exceptional for music performed, but <u>lacks variety</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the students display the <u>highest artistic aspects</u> of the performance through clear, meaningful and expressive shaping of musical passages within and between sections of the ensemble.</li> <li>•Throughout the performance, the ensemble <u>maximizes the use of dynamics</u> to provide musically effective and appropriate contrast for music performed.</li> <li>•Music is performed artistically and stylistically in the highest manner.</li> <li>•Control of tempo is <u>outstanding</u> for music performed.</li> </ul>

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Director \_\_\_\_\_ Date \_\_\_\_\_ Conf. \_\_\_\_\_

**Attention:** Judges may use “+” and “-” adjacent to each descriptor to indicate profile of performance.

Judging Scale	Good	Excellent	Superior	Exemplary	
<b>Individual Marching</b>	0	100	200	300	400
Carriage and Stride + - Carriage, Stationary & Moving + - Instruments/Equipment + - Uniformity of Foot Placement + - In Step + - Uniformity of Body Movement Execution of Fundamentals + - Pivots, Turns, Facings + - Step Offs/Halts + - Mark Time + - Manipulation of Instruments/ Equipment + - Other Body Motion + - Recovery from Error					Score 0-400 <input style="width: 50px; height: 20px;" type="text"/>

<b>Ensemble Marching</b>					Score 0-400 <input style="width: 50px; height: 20px;" type="text"/>
+ - Ranks + - Files + - Diagonals + - Arcs + - Arrival at Set + - Intervals, Stationary & Marching					

Judging Scale	Good	Excellent	Superior	Exemplary	
<b>Drill</b>	0	25	50	75	100
+ - Compatibility of Marching Style with Drill + - Suitability and Demand of Drill + - Frequency of Movement while Playing + - Continuity and Flow					Score 0-100 <input style="width: 50px; height: 20px;" type="text"/>

<b>Integration of Marching Components</b>					Score 0-100 <input style="width: 50px; height: 20px;" type="text"/>
+ - Visual Reinforcement of Music + - Effective Use of Auxiliary Units (when present) + - General Appearance					

**Total Score**

*Signature of Official* \_\_\_\_\_

# AREA/ STATE MARCHING COMMENT SHEET

## INDIVIDUAL MARCHING: Carriage & Stride/ Execution of Fundamentals

GOOD 0 - 100	EXCELLENT 101 - 200	SUPERIOR 201 - 300	EXEMPLARY 301-400
<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate average posture and body carriage, but <u>fail to maintain consistent carriage of equipment</u>.</li> <li>•Students demonstrate adequate foot placement for length of step and style of stride being utilized, however, <u>there are many inconsistencies</u>.</li> <li>•There is <u>inconsistency</u> in marching in step and recovery from errors is sluggish.</li> <li>•Execution of pivots, turns, facings, starts and stops is average <u>with many deviations</u>.</li> <li>•Students demonstrate average consistency in style of mark time, and <u>there are many deviations</u>.</li> <li>•Equipment is utilized in an average manner, and there are <u>many inconsistencies</u> with the style of presentation.</li> <li>•Individual movements of the upper/lower body are executed in an average manner by performers.</li> <li>•Recovery from errors in spacing and <u>alignment is rare</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate above average uniformity of posture and body carriage, and maintain carriage of equipment, <u>with some lapses</u>.</li> <li>•Students demonstrate excellent foot placement for length of step and style of stride being utilized, however, <u>there are inconsistencies</u>.</li> <li>•There is <u>inconsistency</u> in marching in step and <u>recovery from errors is slow</u>.</li> <li>•Execution of pivots, turns, facings, starts and stops is above average <u>with some inconsistencies</u>.</li> <li>•Students demonstrate above average consistency in style of mark time, but <u>there are some deviations</u>.</li> <li>•Equipment is utilized in an excellent manner, and there are some <u>inconsistencies</u> with the style of presentation.</li> <li>•Individual movements of the upper/lower body are executed in an excellent manner by performers.</li> <li>•Students recover <u>slowly</u> from errors in spacing and alignment.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate a high degree of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment <u>with some minor lapses</u>.</li> <li>•Students proficiently demonstrate foot placement for length of step and style of stride being utilized, but <u>there are inconsistencies</u>.</li> <li>•Students demonstrate a high level of consistency in marching in step but <u>recovery from errors is not always immediate</u>.</li> <li>•Execution of pivots, turns, facings, starts and stops are performed well <u>with a few deviations</u>.</li> <li>•There is an elevated consistency in style of mark time with <u>a few deviations</u>.</li> <li>•Equipment is utilized at a high level, but there are <u>inconsistencies with the style of presentation</u>.</li> <li>•Individual movements of the upper/lower body are executed at a <u>high level</u> by all performers.</li> <li>•Recovery from errors in spacing and alignment is <u>generally done in a quick and efficient manner</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers <u>demonstrate the highest degree</u> of uniformity of posture and body carriage, and maintain appropriate, effective carriage of all equipment.</li> <li>•Students demonstrate <u>outstanding</u> foot placement for length of step and style of stride being utilized.</li> <li>•Students demonstrate <u>the best possible consistency</u> in marching in step with quick recovery from errors.</li> <li>•Students execute pivots, turns, facings, starts and stops in the <u>highest possible manner</u>.</li> <li>•Students demonstrate exemplary consistency in style of mark time.</li> <li>•Equipment is utilized in a <u>superlative</u> manner consistent with the style of presentation.</li> <li>•Individual movements of the upper/lower body are executed at the <u>highest level of achievement</u> by all performers.</li> <li>•Students recover <u>immediately</u> from errors in spacing and alignment.</li> </ul>

## ENSEMBLE MARCHING

GOOD 0 - 100	EXCELLENT 101 - 200	SUPERIOR 201 - 300	EXEMPLARY 301-400
<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates average alignment in linear forms (ranks, files, diagonals, etc.) <u>with many flaws</u>.</li> <li>•Curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are <u>inconsistent and lack definition</u>.</li> <li>•Students demonstrate average application in timing, spacing and halts required to define all forms present in the design of the drill.</li> <li>•Members of the ensemble exhibit <u>many</u> spacing problems while standing fast, marking time in a set, or marching.</li> <li>•Recovery from errors is <u>minimal</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates excellent alignment in linear forms (ranks, files, diagonals, etc.), but <u>there are several flaws</u>.</li> <li>•Curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are <u>inconsistent and lack visual precision</u>.</li> <li>•Students demonstrate excellent application in timing, spacing and halts required to define all forms present in the design of the drill, however, <u>there are errors</u>.</li> <li>•Members of the ensemble exhibit <u>inconsistent</u> spacing while standing fast, marking time in a set, or while marching.</li> <li>•Students recover from errors <u>slowly</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble demonstrates a <u>high level of achievement</u> in linear forms (ranks, files, diagonals, etc.) <u>with some minor flaws</u>.</li> <li>•The ensemble demonstrates visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.), but <u>there are some lapses</u>.</li> <li>•Students demonstrate a high level of achievement in timing, spacing and halts required to define all forms present in the design of the drill <u>with some flaws</u>.</li> <li>•Members of the ensemble exhibit <u>consistency</u> and visually appropriate spacing while standing fast, marking time in a set, or marching.</li> <li>•Recovery from errors is <u>generally fast</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, alignment in linear forms (ranks, files, diagonals, etc.) <u>is accomplished at the highest level</u> by the ensemble.</li> <li>•The ensemble demonstrates visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.).</li> <li>•Students exhibit the <u>best possible application</u> in timing, spacing and halts required to define all forms present in the design of the drill.</li> <li>•Members of the ensemble exhibit <u>outstanding consistency</u> and visually appropriate spacing while standing fast, marking time in a set, or marching.</li> <li>•Recovery from errors is <u>immediate</u>.</li> </ul>

## DRILL

GOOD 0 - 25	EXCELLENT 26 - 50	SUPERIOR 51 - 75	EXEMPLARY 76-100
<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are <u>adequate</u> for the drill design of the presentation.</li> <li>•The visual program demonstrates average technical demand and <u>little exposure to error</u>.</li> <li>•Stand fast time is integrated in an adequate manner, and the <u>continuity of the presentation is interrupted</u>.</li> <li>•The ensemble combines the visual program with the musical elements in an average manner.</li> <li>•Flow and continuity of presentation is <u>sporadic</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are <u>above average</u> for the drill design of the presentation.</li> <li>•The visual program demonstrates excellent technical demand, but <u>there is little exposure to error</u>.</li> <li>•Stand fast time is integrated in an excellent manner as a part of the flow of the show, but <u>the continuity of the presentation is affected</u>.</li> <li>•The ensemble combines the visual program with the musical elements in an excellent manner, but <u>flow and continuity of presentation are affected</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are at a <u>high level</u> for the drill design of the presentation.</li> <li>•The visual program demonstrates a <u>high degree</u> of technical demand and <u>some exposure to error</u>.</li> <li>•Stand fast time is integrated successfully as a part of the flow of the show, however, <u>the continuity of the presentation is sometimes affected</u>.</li> <li>•The ensemble combines the visual program with the musical elements in a convincing manner, but <u>flow and continuity of presentation are somewhat affected</u>.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are at the <u>highest level visually</u> for the drill design of the presentation.</li> <li>•The visual program demonstrates the <u>highest degree</u> of technical demand and exposure to error.</li> <li>•Stand fast time is integrated in an <u>exceptional</u> manner as a part of the flow and continuity of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in an <u>outstanding</u> manner to maximize flow and continuity of presentation.</li> </ul>

## INTEGRATION OF MARCHING COMPONENTS

GOOD 0 - 25	EXCELLENT 26 - 50	SUPERIOR 51 - 75	EXEMPLARY 76-100
<ul style="list-style-type: none"> <li>•For this classification, the visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is <u>adequate</u>.</li> <li>•Non-playing members of the organization are <u>not integrated effectively</u>, and technical and artistic contributions are <u>not noted most of the time</u>.</li> <li>•The ensemble projects <u>little</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble visually enhances the musical presentation through staging and choreography of the written program in an excellent manner, but <u>there are inconsistencies</u>.</li> <li>•The ensemble integrates the technical and artistic contributions of non-playing members of the organization <u>most of the time</u>.</li> <li>•The ensemble projects <u>some</u> uniformity of apparel and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble visually enhances the musical presentation through staging and choreography of the written program for a <u>majority</u> of the performance.</li> <li>•The ensemble integrates the technical and artistic contributions of non-playing members of the organization a <u>majority</u> of the time.</li> <li>•The ensemble projects uniformity of apparel with an attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the ensemble visually enhances the musical presentation through staging and choreography of the written program in a <u>superlative</u> manner.</li> <li>•The ensemble <u>successfully</u> integrates the technical and artistic contributions of all non-playing members of the organization.</li> <li>•The ensemble projects uniformity of apparel with <u>exceptional</u> attention to detail.</li> </ul>