

ENSEMBLE ANALYSIS MUSIC

FMBC 2007.1



MUSICIANSHIP - Expression; Phrasing; Style; Balance and Blend

APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>Performers show a below average ability to express the melodic line. It is often rigid and uncomfortable. Shading and shaping, when present, are mostly mechanical and seldom uniform. Style used may not be appropriate. A general lack of concern for proper balance is evident.</p>	<p>Performers usually achieve uniform and meaningful musical expression, phrasing, and balance. Attempts at dynamic shaping and contrast and balance and blend are present, although lapses in uniformity of style may appear. Style is generally appropriate.</p>	<p>Performers often achieve a musical rendition of passages with uniform and subtle graduations. A balanced and tasteful idiomatic communication of the appropriate style takes place. Lapses are infrequent and minor. Percussion contribution is tasteful and appropriate.</p>	<p>Performers achieve clear, expressive shaping of musical phrases with natural and sensitive playing throughout. Music is well balanced. Interpretation is idiomatically correct. Lapses are rare and recovery very rapid. Percussion contribution is always stylistically appropriate and blended with the ensemble.</p>

TECHNIQUE – Accuracy/Precision; Tone Quality; Intonation; Articulations; Attacks/Releases; Breath Control

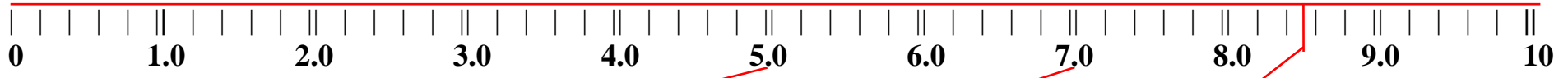
APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>Performers often fail to produce a focused sound on their instruments. Breath control may be inconsistent. Percussion timbre may be inconsistent due to tuning or technique deficiencies. Pulse may not be stable, and phasing may occur between sections. Articulations are not uniform, and attacks and releases are inconsistent.</p>	<p>A good basic approach to proper intonation and articulation is evident although lapses may occur. A uniform quality of sound is hampered by inconsistent technique. An approach to proper articulation, tone control, and intonation has been made but may not be consistent. Some phasing may occur.</p>	<p>Performers exhibit an above average basic approach to technique. Lapses are infrequent. The majority of instruments are in tune. Characteristic tone quality is maintained except for extremes in register or volume. There are few breaks with quick recovery.</p>	<p>Performers demonstrate uniform and consistent control of tone, accuracy, and pulse control. Articulations are uniform and appropriate. Attacks and releases are unified and musically satisfying. Music is interpreted and performed in a consistent and uniform manner</p>

Key words

<p>SELDOM FREQUENT LAPSES BELOW AVERAGE INCONSISTENT</p>	<p>AVERAGE SOMEWHAT SPORADIC SOMETIMES</p>	<p>FREQUENT SUCCESSES ADVANCED SOME BREAKS QUICK RECOVERY</p>	<p>ALWAYS BRILLIANT UNIFORM CONSISTENT</p>
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ENSEMBLE ANALYSIS VISUAL

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COMPOSITION – Variety; Depth; Cohesiveness; Enhancement; Creativity

APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>The intent of the visual composition is seldom apparent. Staging and focus are seldom logical. The visual design relates to the music only on an occasional basis. Variety is seldom present in the design, and continuity and flow are below average.</p>	<p>The intent of the visual compositions is occasionally apparent. Staging and focus are sometimes but not always ideal. The flow of the program is sometimes logical but lacks cohesiveness in some areas. There is some evidence of creativity and an average depth to the program.</p>	<p>The intent of the visual composition is consistently apparent. Staging and focus are logical on a consistent basis with few lapses. Depth, variety and creativity are apparent. The program flow is cohesive, logical and somewhat advanced.</p>	<p>The intent of the visual program is always apparent. Variety and depth enhance the program throughout the presentation. Staging and focus are consistently logical and appropriate. Elements of creativity are apparent throughout the program and are often innovative in nature.</p>

CONTROL – Visual Clarity; Form Integrity; Visual Phrase Integrity; Uniformity of Technique

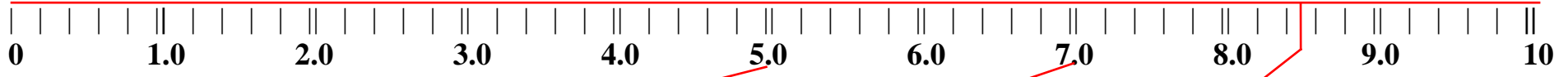
APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>Performers display a below average level of achievement in form integrity. Intervals, alignment and basic control and balance are below average and noticeable flaws occur frequently. Tempo and pulse control as well as uniformity in ensemble techniques are below average.</p>	<p>Performers display an average level of achievement in visual clarity and uniformity of technique, although flaws may occur from time to time. Visual Phrase Integrity and Form Integrity are average throughout. Recovery is made, although some delays in recovery may be observed.</p>	<p>Performers display an above average level of achievement in visual clarity. Intervals, alignment, and basic body control and balance are all at an above average level. Minor flaws may occur, but recovery is rapid. Forms are readable, and form integrity is above average.</p>	<p>Performers demonstrate a high level of achievement in visual clarity. Intervals, alignment, and basic body control and balance are at a high level with few if any flaws and very rapid recovery. Techniques are uniform and the visual presentation is will maintained at a consistent high level.</p>

Key words

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GENERAL EFFECT COORDINATION

FMBC 2007.1



REPERTOIRE - Staging; Pacing; Variety (Texture); Audio/Visual Blend; Enhancement

APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>Repertoire rarely displays awareness of the fundamentals of creating effect. Concepts generate below-average levels of intrigue and appeal. Pacing of the program is inconstant, and variety may be limited. Staging of elements is frequently below average. Very little has been done to enhance the program.</p>	<p>Repertoire displays an average knowledge of the fundamentals of effect, and is displayed with an average level of success. Concepts, while not consistently developed or sophisticated, generate moderate intrigue and appeal. Elements may not always be ideally staged. Pacing may be sporadic.</p>	<p>Repertoire often displays quality, variety substance and depth. Concepts are clearly defined and are displayed with an above average degree of success. An advanced blending of audio and visual elements is frequently displayed. Staging is above average. Enhancements are apparent, and help bring the program to life. Breaks in continuity are few if any.</p>	<p>Repertoire consistently displays quality, substance, and depth. New concepts are explored. The visual contribution is effective in enhancing the musical presentation. Concepts of pacing, staging, flow, and continuity are clearly understood and demonstrated throughout the program.</p>

PERFORMANCE - Expressive Phrasing; Mood & Emotion; Artistic Intensity; Communication

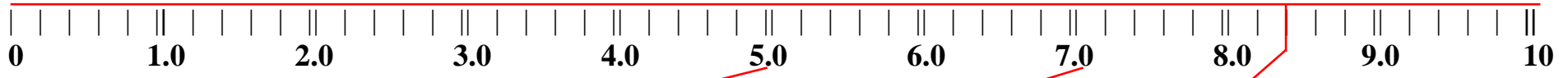
APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.99	SUPERIOR 7.0 - 8.49	DISTINGUISHED 8.5 - 10.0
<p>There is occasional but inconsistent performer involvement in the communication of emotion. The program is seldom effective due to recurring lapses in concentration and intensity. Performance is often mechanical and uninspired.</p>	<p>Performers display an average level of achievement in communicating artistic intensity and emotion. They are somewhat aware of their roles in communicating mood and emotion. The program is somewhat effective although the level of involvement may be diminished by lapses in concentration.</p>	<p>Performers display an above average level of achievement in the communication of mood, emotion, and artistic intensity with high standards maintained throughout much of the program. The program is frequently effective as a result of expressive phrasing and advanced communication with few lapses and quick recovery.</p>	<p>Performers display consistent and uniform achievement in communicating mood, emotion and artistic intensity. The highest standards are established and maintained throughout the program, with few if any lapses and very rapid recovery.</p>

Key words

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GENERAL EFFECT MUSIC

FMBC 2007.1



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REPERTOIRE - Musical Content; Variety (Texture); Orchestration; Staging

APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.6	SUPERIOR 7.0 - 8.4	DISTINGUISHED 8.5 - 10.0
<p>Musical repertoire rarely displays awareness of the fundamentals of creating effect. The orchestration generates below average levels of intrigue and appeal. Variety is limited. Staging of musical elements is frequently below average.</p>	<p>The musical repertoire displays an average knowledge of the fundamentals of musical effect, and is displayed with an average level of success. Musical content is average, and musical concepts, while not consistently developed or sophisticated, generate moderate intrigue and appeal. Elements may not always be properly staged.</p>	<p>Musical repertoire often displays quality, variety, substance and depth. Variety and texture is present, and the orchestration provides for an advanced and appropriate blending of musical elements. Instruments are well staged for effective musical presentation. There are few breaks in continuity.</p>	<p>Musical repertoire consistently displays quality, substance, and depth. The difficulty of the repertoire is a natural outgrowth of the musical program. The principles of orchestration, staging and continuity are clearly understood and utilized throughout the program.</p>

PERFORMANCE - Expressiveness; Mood and Emotion; Artistic Intensity; Communication

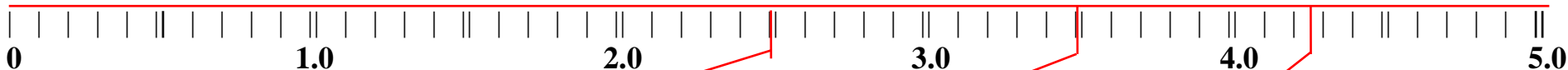
APPRENTICE 0 - 4.99	PROFICIENT 5.0 - 6.6	SUPERIOR 7.0 - 8.4	DISTINGUISHED 8.5 - 10.0
<p>There is occasional but inconsistent performer involvement in the communication of emotion and intensity. The program is seldom effective due to recurring lapses in concentration. The mood of the music is not well expressed or communicated.</p>	<p>Performers display an average level of achievement in expressing artistic intensity and emotion. They are somewhat aware of phrasing and their roles in communicating the musical mood. The program is effective although the level of involvement may be diminished by lapses in concentration.</p>	<p>Performers display an above average level of achievement in the communication of mood, emotion, and artistic intensity with high standards maintained throughout much of the program. The program is frequently effective as a result of ongoing musical communication with few lapses and quick recovery.</p>	<p>Performers display consistent and uniform achievement in communicating emotion and artistic intensity. The highest standards are established and maintained throughout the program, with few if any lapses and very rapid recovery.</p>

Key words

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INDIVIDUAL ANALYSIS MUSIC

FMBC 2007.1



MUSICIANSHIP - Expression; Phrasing; Style

<p>APPRENTICE 0 - 2.49</p> <p>Performers show a below average ability to express the melodic line. It is often rigid and uncomfortable. Shading and shaping, when present, are mostly mechanical and seldom uniform. Style used may not be appropriate.</p>	<p>PROFICIENT 2.5 - 3.49</p> <p>Performers usually achieve uniform and meaningful musical expression and phrasing. Attempts at dynamic shaping and contrast are present, although lapses in uniformity of style may appear. Style is generally appropriate.</p>	<p>SUPERIOR 3.50 - 4.24</p> <p>Performers often achieve a musical rendition of passages with uniform and subtle graduations. A tasteful and idiomatic communication of the appropriate style takes place. Lapses are infrequent and minor.</p>	<p>DISTINGUISHED 4.25 - 5.00</p> <p>Performers achieve clear, expressive shaping of musical phrases with natural and sensitive playing throughout. Interpretation of music is idiomatically correct and achieved in a consistent and uniform manner. Lapses are rare and recovery very rapid.</p>
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TECHNIQUE – Note Accuracy; Tone Quality; Intonation; Breath Control; Articulations; Proper Percussion Techniques

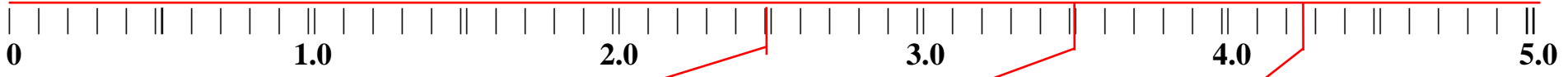
<p>APPRENTICE 0 - 2.49</p> <p>Performers often fail to produce a focused sound on their instruments. Percussion timbre may be inconsistent due to tuning or technique deficiencies. Pulse may not be stable. Intonation is below average, and individuals may be playing wrong notes or rhythms at times. Articulations may be inconsistent.</p>	<p>PROFICIENT 2.5 - 3.49</p> <p>A good basic approach to proper intonation and articulation is evident although lapses may occur. A uniform quality of sound is hampered by inconsistent technique. Notes and rhythms are usually correct. An approach to proper articulation, tone control, and intonation has been made but may not be consistent. Percussion techniques may not be uniform.</p>	<p>SUPERIOR 3.50 - 4.24</p> <p>Performers exhibit an above average basic approach to technique. Lapses are infrequent. The majority of instruments are in tune and there are few if any problems note accuracy. Characteristic tone is maintained except for extremes in register or volume. Percussion techniques are uniform and appropriate. There are few breaks with quick recovery.</p>	<p>DISTINGUISHED 4.25 - 5.00</p> <p>Performers demonstrate uniform and consistent control of tone, accuracy, and pulse control. Articulations are uniform and musically satisfying. Percussion contribution is consistent and performed with appropriate technique.</p>
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Key words

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INDIVIDUAL ANALYSIS VISUAL

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VOCABULARY -- Variety of Skills; Complexity of Skills; Layering of Skills

<p>APPRENTICE 0 - 2.49</p> <p>The demonstrated vocabulary is somewhat limited. Demonstration of basic skills is inconsistent, and more variety is needed to enhance the program. Very little layering of skills is inherent in the program design.</p>	<p>PROFICIENT 2.5 - 3.49</p> <p>An average variety of skills are required in the program, with moderate complexity of skills required. There may be some moderate layering of responsibilities.</p>	<p>SUPERIOR 3.50 - 4.24</p> <p>A wide variety of skills are required of most of the performers. Simultaneous responsibilities add depth and variety to the presentation. Complexity of skills is appropriate, and the layering of skills inherent in the composition.</p>	<p>DISTINGUISHED 4.25 - 5.00</p> <p>Elements of creativity are apparent throughout the program design and are often innovative in nature. A variety of demands are placed on the performers, with complexity as appropriate to the presentation.</p>
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CONTROL – Technique; Posture/Carriage; Time/Space Articulations; Uniformity; Projection of Style

<p>APPRENTICE 0 - 2.49</p> <p>Performers display a below average level of achievement in technique. There may be a lack of uniformity in posture and carriage. Visual articulations are inconsistent, and projection of style is below average.</p>	<p>PROFICIENT 2.5 - 3.49</p> <p>Performers display an average level of achievement in ensemble accuracy and technique, although flaws may occur from time to time. Posture and carriage are somewhat uniform. Attempts at projection of style are evident, but not consistently implemented. Recovery is made, although some delays in recovery may be observed.</p>	<p>SUPERIOR 3.50 - 4.24</p> <p>Performers display an above average level of achievement in uniformity of posture and carriage. Basic body control and balance are above average. Minor flaws in time and space articulations may occur, but recovery is rapid. Individual style projection is above average.</p>	<p>DISTINGUISHED 4.25 - 5.00</p> <p>Performers demonstrate a high level of achievement in uniformity. Posture and carriage, visual articulations, intervals, and alignment are consistently uniform. Body control and balance are at a high level with few if any flaws and very rapid recovery. Style projection is at a consistently high level.</p>
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