

Official Ballot
Iowa High School Music Association
Boone, Iowa 50036

MARCHING BAND FESTIVAL

Competing School _____ Class _____ Contestant No. _____

Marching and Maneuvering- General Effect (revised 5/19)

Performance Effectiveness

	V	IV	III	II	I	
Consider:	0	35	50	66	82	120
Accuracy and Definition of Patterns						
Spirit/Intensity						
Professionalism						
Emotion						
Overall Style Projection (Training)						

Repertoire Effectiveness

	V	IV	III	II	I	
Consider: Drill Design and Coordination	0	35	50	66	82	120
Interpretation/Enhancement						
Variety						
Creativity						
Difficulty						
Demand						
Staging						
Continuity						
Climax						
Integration of All Elements-						
Visual and Musical						
(Drill to Music and Music Drill)						

Auxiliary

	V	IV	III	II	I	
Consider:	0	17	25	33	41	60
Artistry: Variety of Design, Creativity/ Originality						
Musical Interpretation, Emotion/ Communication						
Achievement: Consistency of Performance						
Individual and Ensemble Technique						
Utilization of Time and Space: Relating						
to the TRIAD- Body involvement						
Equipment written book						
Form as it relates to staging						

Judge's Signature _____

TOTAL SCORE _____
(possible 300)

IOWA HIGH SCHOOL MUSIC ASSOCIATION
MARCHING BAND SCORING GUIDE
MARCHING AND MANEUVERING – GENERAL EFFECT
(WITH AUXILIARY)

	POOR	FAIR	GOOD	EXCELLENT	SUPERIOR	
	0	34 35	49 50	65 66	81 82	120
PERFORMANCE EFFECTIVENESS 0 – 120 POINTS	Performers struggle with their responsibilities of communication. Their involvement during the performance is weak. There are few moments of emotional effort. The performance lacks polish and consistency.	Performers demonstrate a below average level of communication. Their involvement is evident, but it is inconsistent throughout the program. Emotional effort is noticeable, but one-dimensional. A below average level of performance effect is seen with only a few moments of strong identification and communication with the viewers. Performers may struggle with precision.	Performers show an average level of communication. Their involvement is constant throughout the program with moments of varying quality. Emotional effort is usually evident and a range of responsibilities is being developed. They are often true to their identity. Performers are inconsistent in their engagement of the audience. Precision is usually of an average level.	Performers demonstrate an advanced level of communication. The involvement is above average throughout the program. Emotional effort is typically displayed throughout the range of responsibilities with some inconsistency possible. Performers are typically true to their identity or identities. Advanced levels of performance with an above average level of engagement with the viewers are evident. Precision is usually excellent.	Performers demonstrate a superior level of communication. Their involvement is effortlessly displayed throughout the program. The performers genuinely display emotional efforts while they are being asked to develop a wide range of responsibilities and roles. A superior performance level is demonstrated while creating a dynamic engagement with the audience. Precision is superior.	

	0	34 35	49 50	65 66	81 82	120
REPERTOIRE EFFECTIVENESS 0 – 120 POINTS	Repertoire occasionally displays awareness of the fundamentals of creating effect. Concepts of repertoire are usually weak, occasionally generating recognizable effect. Coordination of elements is rare.	Repertoire displays a below average level of substance and depth. Repertoire concepts are somewhat undefined, and are displayed with a below average level of success. Concepts generate below average levels of intrigue and appeal. Coordination of all elements is below average.	Repertoire displays average knowledge of the proper fundamentals of effect and produces a moderate degree of effect. Concepts, while not consistently developed or sophisticated, generate average levels of intrigue and aesthetic appeal. Moments of effective repertoire may be present. Coordination of elements is average.	The repertoire frequently displays quality, substance, and depth. Repertoire concepts are clearly defined and are displayed with an above average level of success. Intrigue and aesthetic appeal are present but are not always maximized. The effectiveness and complexity of the repertoire is a natural outgrowth of the visual program and produces a high degree of effect. Imagination and creativity occasionally exist throughout the program. Coordination is above average.	Repertoire consistently displays quality, substance and depth. Repertoire concepts are understood and are successfully developed throughout most of the program. Maximum intrigue and aesthetic appeal are consistently maintained. The difficulty or complexity of the repertoire is a natural outgrowth of the visual program presented and consistently produces optimum effect. Imagination and creativity are generally woven into the program. Coordination of elements is at the highest level.	

	0	16 17	24 25	32 33	40 41	60
AUXILIARY 0 – 60 POINTS	Poor placement, total lack of precision and poorly conceived choreography makes assessment nearly impossible.	The Auxiliary is often poorly placed for effect. Precision is lacking and choreography seldom reflects the musical content of the program.	The Auxiliary is at times well placed. Precision is evident at times, but too often lacking. The choreography, at times, may reflect the musical content of the program.	The Auxiliary is often placed for optimal effect and well conceived. Precision is often very strong, but inconsistent. The choreography is effective, but tends to lack new ideas or concepts to make it superior.	The Auxiliary is placed for optimal effect. Precision is strong, interpretation of the musical content and choreography reflect the musical program in a superb manner. New concepts and ideas are often evident, and presented in a manner that enhances the total visual program.	