

**OFFICIAL BALLOT**  
**IOWA HIGH SCHOOL MUSIC ASSOCIATION**  
 Boone, Iowa 50036-0010

**MARCHING BAND FESTIVAL**

Competing School \_\_\_\_\_ Class \_\_\_\_\_ Contestant No. \_\_\_\_\_

***MUSIC GENERAL EFFECT (no auxiliary)***

**MUSICAL CONTENT**

|  | V        | IV      | III     | II        | I        |
|--|----------|---------|---------|-----------|----------|
| Consider:                              | 0.....35 | .....50 | .....66 | .....82   | .....120 |
| Repertoire                             | Poor     | Fair    | Good    | Excellent | Superior |
| Sonority and Tone                      |          |         |         |           |          |
| Rhythmic contribution                  |          |         |         |           |          |
| Difficulty or complexity of repertoire |          |         |         |           |          |
| Percussion contribution for enrichment |          |         |         |           |          |
| Interpretation                         |          |         |         |           |          |
| Full range of volume levels            |          |         |         |           |          |
| Full range of expressions              |          |         |         |           |          |
| Varieties of phrasing and styles       |          |         |         |           |          |
| Varieties of voicing                   |          |         |         |           |          |
| Balance and blend                      |          |         |         |           |          |

**PERFORMANCE EFFECTIVENESS**

|                            | V        | IV      | III     | II        | I        |
|----------------------------|----------|---------|---------|-----------|----------|
| Consider:                  | 0.....30 | .....44 | .....58 | .....71   | .....105 |
| Command of the audience    | Poor     | Fair    | Good    | Excellent | Superior |
| Emotional appeal           |          |         |         |           |          |
| Creativity and imagination |          |         |         |           |          |
| Showmanship                |          |         |         |           |          |
| Excitement                 |          |         |         |           |          |
| Spirit                     |          |         |         |           |          |
| Quality Overall            |          |         |         |           |          |

**COORDINATION**

|   | V        | IV      | III     | II        | I        |
|---|----------|---------|---------|-----------|----------|
| Consider:                               | 0.....22 | .....32 | .....41 | .....51   | .....75  |
| Drill to music, styles, movements, flow | Poor     | Fair    | Good    | Excellent | Superior |
| Props, if used                          |          |         |         |           |          |
| Announcer, if used                      |          |         |         |           |          |
| Musical sequence and continuity         |          |         |         |           |          |
| Spectacular effects                     |          |         |         |           |          |
| Themes, if used                         |          |         |         |           |          |

**TOTAL SCORE**  
*(possible 300)*

*Judge's Signature* \_\_\_\_\_

**IOWA HIGH SCHOOL MUSIC ASSOCIATION  
MARCHING BAND SCORING GUIDE  
MUSIC – GENERAL EFFECT**

|   | POOR  | FAIR   | GOOD   | EXCELLENT  | SUPERIOR  |     |
|---|---|--|--|--|---|-----|
|   | 0   | 34 35  | 49 50  | 65 66  | 81 82   | 120 |
| <b>Musical Content<br/>0 – 120<br/>Points</b> | Inexperience and/or improper performance of the basics exists, preventing any communication | Performers are occasionally involved in creating the qualities of showmanship. Performers occasionally display the roles they are required to play. Concentration often waivers and energy levels fluctuate because of technique problems. The performance is usually mechanical and uninspired. Imagination and creativity are lacking. | Performers are somewhat capable of communicating achievement of an average level. The program is effective although the level of involvement may be diminished or interrupted by lapses in concentration, intensity or lack of command. Imaginative and creative moments may occasionally occur. | Performers display above average level of achievement in the communication of emotional involvement intensity. The program is frequently effective as a result of the demonstration of command of the audience and a display of the intensities of emotion. Some imagination and creativity exists within the program, but is not constantly woven in. | Performers display superior achievement in the communication of musical spirit, intensity and emotion. The program is consummately effective as a result of the command of the audience, and a brilliant display of the intensities of emotion. The highest standards in communication are established and maintained throughout most of the program. Imagination and creativity are constantly woven into the program. |     |

|   | 0  | 29 30  | 43 44   | 57 58  | 70 71   | 105 |
|---|--|--|---|--|---|-----|
| <b>Performance Effectiveness<br/>0 – 105<br/>Points</b> | A lack of the basic elements of ensemble effectiveness makes evaluation extremely difficult. There is no readable musical effect. The performers rarely convey the program's content and message. There is no unity. | The ensemble displays below average fundamentals to produce the desired effect. Artistic appeal and creativity is seldom evident. Performers display a below average effort to convey the program's intent. A full range of expressions, variety of styles and phrasing are seldom evident. Unity is occasionally evident. | The ensemble displays the proper fundamentals to produce a moderate degree of effect. Artistic appeal and creativity, though not developed to a high degree of sophistication, is moderately evident. Performers display an average effort to convey the program's intent. A full range of expressions, variety of styles, phrasing and musical nuances are lacking. Unity is at the average level. | The ensemble frequently displays quality, substance, depth and successful development. Artistic appeal and creativity are present, but not always maximized. Difficulty or complexity is a natural outgrowth of the musical program for a high degree of effect. Performers display an above average effort in conveying the program's intent to include: full range of expressions, variety of styles, phrasing and musical nuances. Unity is at the above average level. | The ensemble consistently displays quality, substance, depth, and successful development. Maximum artistic appeal and creativity are consistently maintained. Difficulty of complexity is a natural outgrowth of the musical program for optimum effect. Percussion and horn lines combine to present a clear understanding of the program's intent to include: full range of expressions, variety of styles, phrasing and musical nuances. Unity is evident at the highest level throughout the program. |     |

|   | 0   | 21 22  | 31 32   | 40 41  | 50 51   | 75 |
|---|---|--|---|--|---|----|
| <b>Coordination<br/>0 – 75<br/>Points</b> | There is no unified effort in the program's production. Elements rarely complement one another and appear to be in conflict. The various parts of the overall product do not work together. | Little awareness of a unified effort is seen, and the results are highly inconsistent. Elements most often fail to complement one another and often appear to be in conflict. Little team effort and coordinated effect is communicated. | The blending of the audio/visual elements is somewhat successful. Some understanding of the concepts of blend, staging, continuity, and climax is evident, though inconsistent. There are moments of higher level of effort, but several breaks in the continuity hinder the effort to produce a strong, unified impact. The visual program only at times truly supports the musical program. | The blending of the audio/visual elements is frequently displayed. Above average effectiveness level is demonstrated by a strong understanding of the principles of blend and team effort. Occasionally, new concepts are explored. The visual contribution frequently enhances the music and entire program, but continuity and the climaxes sometimes do not produce a maximum effort. | The program demonstrates the superlative blending of all audio/visual elements and effects. Maximum effectiveness and emotional reaction are maintained throughout most of the program due to an absolute command of the principles of staging, continuity and climax. New concepts are often explored. The visual contribution is superlative in enhancing the music and the entire program. |    |