



# F 0 Field Summary Sheet

<<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	

Music Judge F1:

Music Judge F2:

**Music Average Score (350):**

General Effect Judge F3:

General Effect Judge F4 :

**General Effect Average Score (250):**

Visual Judge F5:

Visual Judge F6:

**Visual Performance Average Score (200):**

Colorguard Judge F9:

Colorguard Judge F10:

**Colorguard Average Score (100): ≤**

Percussion Judge F11:

Percussion Judge F12:

**Percussion Average Score (100):**

F1 Brass

F2 Woodwinds

F8 Field Conductor

Subtotal Multiplied by .1:

Minus Penalties:

**Total Score**

**NCBA Link for Parade Recap:** [https://www.ncbaonline.net/?page\\_id=2682](https://www.ncbaonline.net/?page_id=2682)



# F 1 Music

## <<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;FL Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed    + = Superior Performance		Band	Brass
<b>Musicianship:</b> Sonority of Tone Full Range of Dynamic Levels Varieties of Phrasing and Expression Percussion Contribution for Enrichment Intonation Clarity Blend and Balance Interpretation of Style	1 = 134-150 2 = 115-133 3 = 102-114 4 = 86-101 5 = 00-85	(150)	(50)
<b>Technique:</b> Articulation Tempo & Pulse Control Attacks & Releases Note Accuracy Rhythmic Accuracy & Precision	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)	(25)
<b>Musical Repertoire:</b> Content Style Suitability Range of Dynamic Expression Degree of Skill Required	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)	(25)
	<b>Total Score</b>	<b>Band (350)</b>	<b>Brass (100)</b>

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
Musicianship	0-85			86-101			102-114			115-133			134-150		
	0-56	57-70	71-85	86-91	92-96	97-101	102-106	107-110	111-114	115-121	122-127	128-133	134-139	140-145	146-150
Technique & Musical Repertoire	0-59			60-69			70-79			80-89			90-100		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Sub Caption Spread Guideline															
0 to 1 point				2 to 3 points				4 to 6 points				7 or more points			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:



# F 2 Music

## <<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments</b>	<a href="#">&lt;&lt;F2 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed    + = Superior Performance		Band	Woodwinds
<b>Musicianship:</b> Sonority of Tone Full Range of Dynamic Levels Varieties of Phrasing and Expression Percussion Contribution for Enrichment Style Intonation Clarity Blend and Balance Interpretation of	1 = 134-150 2 = 115-133 3 = 102-114 4 = 86-101 5 = 00-85	(150)	(50)
<b>Technique:</b> Articulation Tempo & Pulse Control Attacks & Releases Note Accuracy Rhythmic Accuracy & Precision	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)	(25)
<b>Musical Repertoire:</b> Content Style Suitability Range of Dynamic Expression Degree of Skill Required	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)	(25)
	<b>Total Score</b>	<b>Band (350)</b>	<b>Woodwinds (100)</b>

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
Musicianship	0-85			86-101			102-114			115-133			134-150		
	0-56	57-70	71-85	86-91	92-96	97-101	102-106	107-110	111-114	115-121	122-127	128-133	134-139	140-145	146-150
Technique & Musical Repertoire	0-59			60-69			70-79			80-89			90-100		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Sub Caption Spread Guideline															
0 to 1 point				2 to 3 points				4 to 6 points				7 or more points			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			



# F 3 General Effect

<<Show Title>>  
Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments</b>	<a href="#">&lt;&lt;F3 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed      + = Superior Performance		
<b>Program Effectiveness:</b> Creativity Continuity & Flow Phrasing & Expression Interpretation & Musicality Utilization of all Elements Use of Form, Focus & Balance	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Performance Effectiveness:</b> Communication & Expression Excellence Emotion Entertainment Value & Appeal Musical & Style Projection Professionalism & Attention to Detail	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Coordination:</b> Audio & Visual Blend Continuity Cologuard & Percussion Contribution Maximized Effects Staging & Presentation	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
	<b>Total Score</b>	(250)

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
<b>Performance &amp; Program Effectiveness</b>	<b>0-59</b>			<b>60-69</b>			<b>70-79</b>			<b>80-89</b>			<b>90-100</b>		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
<b>Coordination</b>	<b>0-25</b>			<b>26-31</b>			<b>32-37</b>			<b>38-43</b>			<b>44-50</b>		
	0-9	10-17	18-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41	42-43	44-46	47-48	49-50
<b>Sub Caption Spread Guideline</b>															
<b>0 to 1 point</b>				<b>2 to 3 points</b>				<b>4 to 6 points</b>				<b>7 or more points</b>			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:



&lt;&lt;Show Title&gt;&gt;

Member: Northern California Band Association

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F4 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed      + = Superior Performance		
<b>Program Effectiveness:</b> Creativity Continuity & Flow Phrasing & Expression Interpretation & Musicality Utilization of all Elements Use of Form, Focus & Balance	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Performance Effectiveness:</b> Communication & Expression Excellence Emotion Entertainment Value & Appeal Musical & Style Projection Professionalism & Attention to Detail	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Coordination:</b> Audio & Visual Blend Continuity Cologuard & Percussion Contribution Maximized Effects Staging & Presentation	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
	<b>Total Score</b>	(250)

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
<b>Performance &amp; Program Effectiveness</b>	<b>0-59</b>			<b>60-69</b>			<b>70-79</b>			<b>80-89</b>			<b>90-100</b>		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
<b>Coordination</b>	<b>0-25</b>			<b>26-31</b>			<b>32-37</b>			<b>38-43</b>			<b>44-50</b>		
	0-9	10-17	18-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41	42-43	44-46	47-48	49-50
<b>Sub Caption Spread Guideline</b>															
<b>0 to 1 point</b>				<b>2 to 3 points</b>				<b>4 to 6 points</b>				<b>7 or more points</b>			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:



# F 5

## Visual Performance

<<Show Title>>

Member: Northern California Band Association

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments</b>	<a href="#">&lt;&lt;F5 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed      + = Superior Performance		
<b>Technique:</b> Movement Style Posture & Carriage Equipment Visual Pulse Control	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Excellence:</b> Expression Precision & Control Uniformity Form Development & Control Alignment & Interval	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
<b>Composition:</b> Content Range of Expression Variety Creativity Degree of Skill & Stamina	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
	<b>Total Score</b>	(200)

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
Technique	0-59			60-69			70-79			80-89			90-100		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Excellence & Composition	0-25			26-31			32-37			38-43			44-50		
	0-9	10-17	18-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41	42-43	44-46	47-48	49-50
Sub Caption Spread Guideline															
0 to 1 point				2 to 3 points				4 to 6 points				7 or more points			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:



## Visual Performance

<<Show Title>>

Member: Northern California Band Association

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F6 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed      + = Superior Performance		
<b>Technique:</b> Movement Style Posture & Carriage Equipment Visual Pulse Control	1 = 90-100 2 = 80-89 3 = 70-79 4 = 60-69 5 = 00-59	(100)
<b>Excellence:</b> Expression Precision & Control Uniformity Form Development & Control Alignment & Interval	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
<b>Composition:</b> Content Range of Expression Variety Creativity Degree of Skill & Stamina	1 = 44-50 2 = 35-43 3 = 32-37 4 = 26-31 5 = 00-25	(50)
	<b>Total Score</b>	(200)

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
Technique	0-59			60-69			70-79			80-89			90-100		
	0-20	21-39	40-59	60-62	63-66	67-69	70-73	74-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Excellence & Composition	0-25			26-31			32-37			38-43			44-50		
	0-9	10-17	18-25	26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41	42-43	44-46	47-48	49-50
Sub Caption Spread Guideline															
0 to 1 point				2 to 3 points				4 to 6 points				7 or more points			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:



# F 7

## Field Penalties

<<Show Title>>  
 Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	

Set up time (Minutes:Seconds):

(Includes entrance, warm up, Drum Major Salute to first note of music or movement from Band or Cologuard)

Time of Show (Minimum show time is 5 minutes) (Minutes:Seconds): <i>Seconds under time:</i>	<b>Timing penalty:</b> -1.0 for each 30 seconds	
Exceeding the 15 Minute Time Slot Duration in Competition Zone (Minutes:Seconds): Overtime (Seconds):	<b>Timing penalty:</b> -1.0 for each 30 seconds	
Playing in Silent Zone/Playing in the Silent Area(s) (per infraction)	-5.0	
Electronic Rules Violation	-5.0	
Use of Non-Registered Students	DQ	
Barefoot Personnel	-5.0	
Violation of Prohibited Activities	DQ	
Intentional Violation of American Flag Code	DQ	
<b>Comments:</b> <<F7 Penalties Comments>>	<b>Total Penalties</b>	

Adjudicator:



# F 8 Conductor

<<Show Title>>  
Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F8 Audio Recording Link&gt;&gt;</a>		

✓ = Improvement Needed      + = Superior Performance		
<b>Conducting Fundamentals:</b>  Clarity of Pattern                      Dexterity Clarity of Ictus                          Use of Space / Sagittal Plane Consistency of Tempo Ensemble Control	1 = 360-400 2 = 310-359 3 = 260-309 4 = 200-259 5 = 00-199	(400)
<b>Conducting Leadership:</b>  Field Coverage                          Dynamic Control Preparatory Gestures                  Score Analysis Cues    Articulation Phrasing / Tempo & Pattern Changes Transitions / Entrances & Exits	1 = 315-350 2 = 280-314 3 = 245-279 4 = 210-244 5 = 00-209	(350)
<b>Showmanship:</b>  Facial Expression / Communication Music Support Posture Confidence Performance Engagement Music Selection (Winter Season)	1 = 225-250 2 = 200-224 3 = 175-199 4 = 150-174 5 = 00-149	(250)
	<b>Total Score</b>  <b>x .1</b>	<b>(100.0)</b>

	Box 5- Discovers			Box 4 – Develops			Box 3 – Knows			Box 2 – Understands			Box 1 – Applies		
	Limited Absent Minimal			Growing Basic Introductory Limited Occasional			Good Evolving Expanding Developing Growing			Excellent Clearly Definable Improved Fairly Consistent			Superior Fully Developed Clearly Defined Consistent Complex		
<b>Conducting Fundamentals</b>	<b>0-199</b>			<b>200-259</b>			<b>260-309</b>			<b>310-359</b>			<b>360-400</b>		
	0-69	70-139	140-199	200-219	220-239	240-259	260-279	280-299	300-309	310-329	330-349	350-359	360-379	380-390	391-400
<b>Conducting Leadership</b>	<b>0-209</b>			<b>210-244</b>			<b>245-279</b>			<b>280-314</b>			<b>315-350</b>		
	0-69	70-139	140-209	210-221	222-233	234-244	245-256	257-268	269-279	280-291	292-303	304-314	315-326	327-338	339-350
<b>Showmanship</b>	<b>0-149</b>			<b>150-174</b>			<b>175-199</b>			<b>200-224</b>			<b>225-250</b>		
	0-49	50-99	100-149	150-158	159-166	167-174	175-183	184-191	192-199	200-208	209-216	217-224	225-233	234-241	242-250
<b>Sub Caption Spread Guideline</b>															
<b>0 to 8 points</b>				<b>9 to 16 points</b>				<b>17-24 points</b>				<b>25 or more points</b>			
Insignificant Differences				Slight Differences				Moderate Differences				Significant Differences			

Adjudicator:

# Conductor Rubric

Conducting Fundamentals	Conducting Leadership	Showmanship
<ul style="list-style-type: none"> <li>● Ictus is clear and consistent on all points of the beat pattern, no fluctuation of the tempo for outdoor field conducting.</li> <li>● Strong sense of field coverage by actively scanning the band appropriately to maximize pattern visibility to the ensemble.</li> <li>● Changes pattern styles to reflect the articulations and styles of the music throughout the entire performance.</li> <li>● Adapts the size of their pattern to portray the dynamics of the music throughout the entire performance.</li> <li>● The conductor is able to effectively utilize variations in pattern without sacrificing clarity in order to effectively conduct in the appropriate style relative to the music.</li> <li>● The conductor displays thorough knowledge of music score study through effective, clear, and confident field conducting.</li> </ul>	<ul style="list-style-type: none"> <li>● Clear and confident at prepping on the beat before the cue with strong field coverage.</li> <li>● Cues all the dynamic and tempo changes understanding musical integrated preparatory gestures.</li> <li>● Very strong sense of phrasing by cueing supporting entrances, sustaining notes, and cut offs with facial expressions.</li> <li>● Highly engaged with the ensemble; actively utilizing eye contact, cues, and body positioning.</li> <li>● Clear knowledge of Transitions/Entrances and Exits and various visual dynamic controls.</li> <li>● Important musical events are effectively communicated to the ensemble and led by the conductor using clear, unambiguous gestures giving visual attention to musically thematic material.</li> <li>● Visually leading the ensemble through conducting.</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate facial and body expression is used throughout the entire performance.</li> <li>● Posture is well supported by lifting up their rib cage, pulling and pushing shoulders back and down, and elongating the neck.</li> <li>● Very strong execution in commands, movements, and cues throughout the entire performance.</li> <li>● Highly knowledgeable of the music by leading the ensemble and not following behind the music.</li> <li>● The opening salute executed is appropriate and ends in a strong ending position with an articulate blade.</li> <li>● From the moment that the conductor steps onto the podium, all body language and verbal communication from the conductor inspires confidence in the ensemble.</li> </ul>



# Cologuard Individual Analysis

<<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F9 Audio Recording Link&gt;&gt;</a>		

The goal of the **INDIVIDUAL ANALYSIS** sheet is to measure and reward the cumulative range of the vocabulary, the training, and development of the performers.

<b>Vocabulary:</b>  <i>Whose vocabulary considered the greater:</i> <ul style="list-style-type: none"> <li>Range and variety of equipment skills</li> <li>Range of dynamic efforts</li> <li>Depth, range, and variety of triad</li> <li>Compatibility to training</li> </ul>	1 = 469-500 2 = 422-468 3 = 375-421 4 = 328-374 5 = 300-327	(500)
<b>Excellence:</b>  <i>Whose performers demonstrated the greater:</i> <ul style="list-style-type: none"> <li>Understanding and application of equipment principles</li> <li>Understanding and application of dynamic range</li> <li>Achievement of triad</li> <li>Development of breath, muscle, tension, flexion, and rotation</li> <li>Training to support vocabulary</li> </ul>	1 = 469-500 2 = 422-468 3 = 375-421 4 = 328-374 5 = 300-327	(500)
	<b>TOTAL SCORE</b>	(1000)
	<b>FINAL SCORE (Total x .1)</b>	

Sub Caption Spread Guideline			
0 to 1 point	2 to 3 points	4 to 6 points	7 or more points
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences

Adjudicator:

**F9**  
Auxiliary  
Individual Analysis

Box 5 Discovers			Box 4 Develops			Box 3 Knows			Box 2 Understands			Box 1 Applies		
300-327			328-374			345-421			422-468			469-500		
300-307	308-317	318-327	328-342	343-358	359-374	375-389	390-405	406-421	422-436	437-452	453-468	469-478	479-489	490-500

POINTS OF COMPARISON	VOCABULARY				
Range & Variety of Skills	- Limited - Repetitious - Short phrases	- Basic - Introductory variety of choreographic opportunities	- Growing - Some variety of choreographic opportunities	- Enhanced - Increased variety of choreographic opportunities	- Broad, varied, versatile - Extensive choreographic opportunities
Dynamic Range: Space, Time, Weight, Flow	- Seldomly included	- Basic gradations time and weight - Introductory range usually demonstrated through weight and flow	- Growing with more dimensionality - Introduction of space and time	- Increased with more dimensionality that broadens the range - Increased use of all dynamic efforts	- Broad, varied, versatile - Complex dimensional phrases with dynamic range and gradation of efforts
Depth, Range, & Variety of Triad	- Single efforts	- Occasional layering with equipment or form	- Increased layering of triad	- Increased and more varied, with challenges that broaden the range	- Broad, varied, versatile - Extensive range of the triad
Compatibility to Training	-An extremely limited range of material compatible with the training	- A limited range of material compatible with the training	- A moderate range of material compatible with the training	- Good range of material compatible with the training	- Broad range of material compatible with the training
POINTS OF COMPARISON	EXCELLENCE				
Understanding & Application of Equipment Principles	- Limited & generally lacks consistency - Style not understood - Limited uniformity in method and timing	- Improved, but with noticeable variations - Developing style - Basic body development	- Understood but may vary from individual to individual - Improved adherence to style - Growing body development	- Excellent achievement - Good adherence to style - Good body development	- Superior achievement - Consistent adherence to style - Strong body development
Understanding & Application of Dynamic Range	- Still being discovered - May not be written in	- Improved, but with noticeable variations - Fairly good uniformity in staging responsibilities	- Understood but may vary from individual to individual - Improved space/time uniformity in staging responsibilities	- Good achievement of dynamic gradations - Good space/time uniformity in staging responsibilities	- Strong achievement of dynamic gradations - Consistent space/time uniformity in staging responsibilities
Achievement of Triad	- Inconsistent body development causes variations in the look	- Undeveloped body qualities cause variation in the achievement of triad	- Growing body development leads to improved achievement of triad	- Excellent body development lead to good achievement of triad	- Superior body development leads to consistent achievement of triad
Development of Breath, Muscle, Tension, Flexion, Rotation	- Still being discovered - Not understood or applied	- Discovering and rarely applied	- Known and sometimes applied	- Understood and frequently applied	- Consistently applied throughout
Training to Support Vocabulary	- Frequent breaks/flaws - Weak recoveries - Limited training & achievement - Limited physical & mental development - Limited concentration & stamina	- Some breaks/flaws - Growing recoveries - Developing training & achievement - Basic physical & mental development - Introductory concentration & stamina	- Less frequent breaks - Improved recoveries - Moderate training & achievement - Growing physical & mental development - Average concentration & stamina	- Occasional breaks - Evident recoveries - Excellent training & achievement - Good physical & mental development - Consistent concentration & stamina	- Infrequent breaks - Quick recoveries - Superior training & achievement - Strong physical & mental development - Concentration & stamina well-achieved



# Cologuard Ensemble Analysis

<<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F10 Audio Recording Link&gt;&gt;</a>		

The goal of the **ENSEMBLE ANALYSIS** sheet is to measure and reward all elements of a unit's show design as it pertains to the use of form, body, equipment, and effect.

<b>REPERTOIRE EFFECT &amp; COMPOSITION</b>  <b>As it relates to the “whole” program</b>  <i>Whose repertoire contained the greater:</i> <ul style="list-style-type: none"> <li>• Program Concept (including originality, sound, mood)</li> <li>• Pacing &amp; Staging of Planned Effects</li> <li>• Range/Variety of Effects (Intellectual, Aesthetic, Emotional)</li> <li>• Musicality &amp; Use of Range of Dynamic Efforts</li> </ul> <i>Whose composition contained the greater:</i> <ul style="list-style-type: none"> <li>• Use of Design Elements in form, body, equipment (Triad)</li> <li>• Motion to Connect Events, Transitions &amp; Equipment Changes</li> <li>• Horizontal &amp; Vertical Orchestration Through Time</li> </ul>	1 = 469-500 2 = 422-468 3 = 375-421 4 = 328-374 5 = 300-327	(500)
<b>PERFORMANCE EFFECT &amp; EXCELLENCE</b>  <i>Whose performers better:</i> <ul style="list-style-type: none"> <li>• Embodied Character, Role, Identity &amp; Believability</li> <li>• Delivered/Sustained Impacts, Resolutions, and Climaxes</li> <li>• Communicated the Visual Musicality</li> <li>• Demonstrated Excellence as an Effect</li> <li>• Sustained Mood inherent in the program</li> </ul> <i>Whose performers demonstrated the better:</i> <ul style="list-style-type: none"> <li>• Achievement of Spacing, Line, Timing, Orientation</li> <li>• Adherence to Style in Equipment &amp; Movement</li> <li>• Achievement of Detail &amp; Nuance</li> </ul>	1 = 469-500 2 = 422-468 3 = 375-421 4 = 328-374 5 = 300-327	(500)
	<b>TOTAL SCORE</b>	(1000)
	<b>FINAL SCORE (Total x .1)</b>	

Sub Caption Spread Guideline			
0 to 1 point	2 to 3 points	4 to 6 points	7 or more points
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences

Adjudicator:

**F10**  
Auxiliary  
Ensemble Analysis

Box 5 Discovers			Box 4 Develops			Box 3 Knows			Box 2 Understands			Box 1 Applies		
300-327			328-374			345-421			422-468			469-500		
300-307	308-317	318-327	328-342	343-358	359-374	375-389	390-405	406-421	422-436	437-452	453-468	469-478	479-489	490-500

POINTS OF COMPARISON	VOCABULARY - EFFECT				
Program Concept & Production Value	- Generally <b>undeveloped</b> . - <b>Some</b> thought & clarity. - Minimal production value.	- <b>Evolving</b> with occasional creativity. - <b>Basic</b> production value provides occasional enhancement.	- Clear, <b>moderately</b> developed with adequate creativity. - <b>Improving</b> production value provides moderate enhancement.	- <b>Clearly identifiable</b> with good imagination, creativity, and improved depth. - <b>Impressive</b> and <b>effective</b> production value provides frequent enhancement.	- <b>Clear, successful</b> , and fully developed blend of concepts. - <b>Successful</b> and <b>effective</b> production value provides <b>consistent</b> enhancement.
Pacing of Planned Effects	- <b>Introductory</b> attempt and rarely engages the audience	- <b>Occasional</b> and sometimes engages the audience.	- <b>Attempted</b> and <b>moderately</b> engages the audience.	- <b>Solid</b> understanding and <b>usually</b> engages the audience successfully.	- <b>Well-planned &amp; successfully</b> engages audience <b>throughout</b> .
Range/Variety of Effects (Aesthetic, Emotional, Intellectual)	- <b>Introductory</b> with minimal variety.	- <b>Basic</b> with some variety.	- <b>Good</b> with improved variety and depth.	- <b>Clear</b> and <b>identifiable</b> with <b>growing</b> variety and depth.	- <b>Imaginative, successfully</b> utilizing a variety of effects.
Musicality & Use of Range of Dynamic Efforts	- <b>Rarely</b> reflects the basic audio or just the melody. - <b>Limited</b> dimensionality and dynamic changes.	- <b>Occasional</b> reflection of the basic audio structure with <b>some</b> dimensionality and dynamic changes.	- <b>Good</b> reflection of the basic audio structure with <b>occasional</b> dimensionality and dynamic changes.	- <b>Excellent</b> reflection of music with excellent dimensionality and <b>apparent</b> dynamic changes.	- <b>Consistently</b> reflects music with <b>superior</b> dimensionality and <b>frequent</b> dynamic changes.
POINTS OF COMPARISON					
Use of Design Elements in form, body & equipment	- <b>Rarely</b> evident, presented singularly, doubly, or sometimes present at an <b>introductory</b> level of the triad.	- <b>Developing</b> level of the triad incorporated <b>occasionally</b> .	- <b>Moderate</b> level of the triad incorporated <b>some</b> of the time.	- <b>Excellent</b> level of the triad incorporated <b>often</b> .	- <b>Superior</b> level of the triad incorporated <b>most</b> of the time.
Motion to Connect Events	- <b>Rarely</b> evident.	- <b>Sometimes</b> incorporated.	- <b>Moderately</b> incorporated some of the time.	- <b>Consistently</b> incorporated most of the time.	- <b>Successfully</b> incorporated throughout.
Horizontal & Vertical Orchestration Through Time	- <b>Limited</b> understanding of orchestration. - <b>Lacks</b> unity of design elements.	- <b>Basic</b> orchestration. - Ideas presented <b>singly</b> . - <b>Questionable</b> unity of design elements.	- Generally <b>good</b> orchestration. - <b>Moderate</b> unity of design elements.	- <b>Excellent</b> understanding of continuity, development, and design. - Unity <b>usually</b> connects the design.	- <b>Full</b> understanding of horizontal and vertical orchestration. - <b>Superior</b> unity and <b>successful</b> design connection.

POINTS OF COMPARISON	EXCELLENCE - EFFECT				
Embodied Character, Role, Style, Believability	- Occasional understanding with limited achievement.	- Basic awareness and achievement for longer periods of time.	- Moderately confident and somewhat consistent.	- Usually confident and consistent.	- Superior understanding and communicated with greater depth.
Delivered/Sustained Impacts, Resolutions, Climaxes	- Discovering, but sporadic in achievement. Inconsistent	- Basic consistency from section to section and moment to moment.	- Moderate consistency from section to section and moment to moment.	- Excellent consistency from section to section and moment to moment.	- Strong throughout with added depth and ability to manipulate audience response.
Communicated the Visual Musicality	- Inconsistent understanding with limited communication and engagement.	- Basic understanding with occasional communication and engagement.	- Moderate understanding with good communication and engagement.	- Understood with excellent communication and engagement.	- Strong throughout with added depth and ability to manipulate audience response.
Demonstrated Excellence as an Effect	- Limited awareness			- Basic awareness with moderate achievement for longer periods of time.	- Good achievement throughout.
Ability to Sustain Mood inherent to the Program	- Discovering, but sporadic in achievement. - Inconsistent	- Basic consistency from section to section within the show.	- Moderate consistency from section to section within the show.	- Excellent consistency from section to section within the show.	- Strong throughout with added depth and ability to manipulate audience response.
POINTS OF COMPARISON	EXCELLENCE - DESIGN				
Achievement of Spacing, Line, Timing, Orientation	- Occasional achievement. - Sporadic uniformity. - Still learning how to move through space.	- Growing achievement. - Growing uniformity when moving through space.	- Moderately well achieved. - Moderate uniformity when moving through space.	- Usually achieved. - Consistent achievement moving through space.	- Always achieved well and with clarity. - Superior uniformity relative to staging and orientation.
Adherence to Style in Equipment & Movement	- Weak or sporadic.	- Recognizable, but not well developed.	- Evident and growing.	- Fairly consistent.	- Always Consistent.
Achievement of Detail & Nuance	- Weak or sporadic.	- Some understanding and enhancement.	- Moderate understanding and enhancement.	- Excellent understanding and enhancement.	- Clear, consistently achieved and enhanced with dynamic gradations.



# Percussion – Music Execution

<<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F11 Audio Recording Link&gt;&gt;</a>		

The Field Percussion Caption is an appraisal of the total performance by all musicians playing percussion instruments, including the coordination and integration of the percussion element in support of the total presentation. Adjudicators are not to consider extraneous information. It is important to understand that adjudicators evaluate what is being performed at the same time as how well it is being performed.

<b>Composition:</b> <ul style="list-style-type: none"> <li>• Difficulty / Demand</li> <li>• Depth of Technical Skills</li> <li>• Melodic Content</li> <li>• Dynamic Contrast</li> <li>• Range of Musical and Environmental Challenges</li> </ul>	1 = 450 – 500 2 = 400 – 449 3 = 350 – 399 4 = 300 – 349 5 = 200 – 299	(500)
<b>Achievement:</b> <ul style="list-style-type: none"> <li>• Clarity of Rhythmic Vocabulary</li> <li>• Achievement of Dynamic Range</li> <li>• Uniformity of Percussion Techniques</li> <li>• Precision of Content with Respect to Challenge</li> </ul>	1 = 450 – 500 2 = 400 – 449 3 = 350 – 399 4 = 300 – 349 5 = 200 – 299	(500)
<b>Total Score (x.1)</b>		

Box 5 Discovering	Box 4 Developing	Box 3 Knows	Box 2 Understands	Box 1 Applies
High = 280 - 299	High = 335 - 349	High = 385 - 399	High = 435 - 449	High = 485 - 500
Middle = 260 - 279	Middle = 320 - 334	Middle = 370 - 384	Middle = 420 - 434	Middle = 470 - 484
Low = 200 - 259	Low = 300 - 319	Low = 350 - 369	Low = 400 - 419	Low = 450 - 469
Absent / Missing Minimal Discovering	Developing Basic Limited Occasional	Evolving Good Expanding Approaching	Clearly Defined Improved Excellent Fairly Consistent	Superior Fully Developed Consistent Complex

## SUB CAPTION SPREAD GUIDELINE

Very Close	Close with Minor Differences	Noticeable Differences	Significant Differences
1-8 Points	9-16 Points	17-24 Points	Above 25 Points

Adjudicator:

## Field Percussion - Music Execution Rubric

### Composition

Who had the greater achievement as it relates to:

- ***Difficulty / Demand:*** The scope and range of musical repertoire within the musical score.
- ***Depth of Technical Skills:*** The depth of playing demand placed on individual players.
- ***Melodic Content:*** Contribution of melodic content to overall musical score.
- ***Dynamic Contrast:*** The composition displays a wide range of dynamic levels.
- ***Range of Musical and Environmental Challenges:*** The range of listening and playing situations placed upon the players.

Box 5	Box 4	Box 3	Box 2	Box 1
<u>Discovering</u>	<u>Developing</u>	<u>Knows</u>	<u>Understands</u>	<u>Applies</u>
200 – 299	300 – 349	350 – 399	400 – 449	450 - 500

### Achievement

Who had the greater achievement as it relates to:

- ***Clarity of Rhythmic Vocabulary:*** The ability of the performers to clearly present the rhythmic content.
- ***Achievement of Dynamic Range:*** The ability of the performers to achieve dynamic contrast.
- ***Uniformity of Percussion Techniques:*** Ability of the performers to display a consistent presentation of chosen technique.
- ***Precision of Content with Respect to challenge:*** Ability of the performers to clearly present the rhythmic content of a challenging musical score.



**F 12**

# Percussion – General Effect

<<Show Title>>

Member: *Northern California Band Association*

<b>Unit Name:</b>			
<b>Classification:</b>		<b>Date:</b>	
<b>Comments:</b>	<a href="#">&lt;&lt;F12 Audio Recording Link&gt;&gt;</a>		

<b>Composition:</b> <ul style="list-style-type: none"> <li>Audio Coordination of Composition Between Percussion and Band</li> <li>Variety of Effects, Styles, and Techniques</li> <li>Creativity, Originality, and Artistry</li> <li>Overall Impact of Battery Percussion Drill</li> </ul>	1 = 450 – 500 2 = 400 – 449 3 = 350 – 399 4 = 300 – 349 5 = 200 - 299	(500)
<b>Achievement:</b> <ul style="list-style-type: none"> <li>Uniformity of Percussion Techniques</li> <li>Marching Technique</li> <li>Balance Between Percussion and Band</li> <li>Alignment - both Horizontal and Vertical</li> <li>Entertainment</li> </ul>	1 = 450 – 500 2 = 400 – 449 3 = 350 – 399 4 = 300 – 349 5 = 200 - 299	(500)
<b>Total Score (x.1)</b>		

Box 5 Discovering	Box 4 Developing	Box 3 Knows	Box 2 Understands	Box 1 Applies
High = 280 - 299	High = 335 - 349	High = 385 - 399	High = 435 - 449	High = 485 - 500
Middle = 260 - 279	Middle = 320 - 334	Middle = 370 - 384	Middle = 420 - 434	Middle = 470 - 484
Low = 200 - 259	Low = 300 - 319	Low = 350 - 369	Low = 400 - 419	Low = 450 - 469
Absent / Missing Minimal Discovering	Developing Basic Limited Occasional	Evolving Good Expanding Approaching	Clearly Defined Improved Excellent Fairly Consistent	Superior Fully Developed Consistent Complex

SUB CAPTION SPREAD GUIDELINE			
Very Close	Close with Minor Differences	Noticeable Differences	Significant Differences
1-8 Points	9-16 Points	17-24 Points	Above 25 Points

Adjudicator:

## Field Percussion - General Effect Rubric

### Composition

Who had the greater achievement as it relates to:

- ***Audio Coordination of Composition Between Percussion and Band:*** The percussion score mirrors the intent of the band score.
- ***Variety of Effects, Styles, and Techniques:*** Performers are asked to display a wide range of musical skills.
- ***Creativity, Originality, and Artistry:*** The uniqueness of the musical program and percussion arrangement.
- ***Overall Impact of Battery Percussion Drill:*** The drum line enhances the overall visual package of the field show with their movement and involvement in the visual portion of the show.

Box 5	Box 4	Box 3	Box 2	Box 1
<u>Discovering</u>	<u>Developing</u>	<u>Knows</u>	<u>Understands</u>	<u>Applies</u>
200 – 299	300 – 349	350 – 399	400 – 449	450 - 500

### Achievement

Who had the greater achievement as it relates to:

- ***Uniformity of Percussion Techniques:*** Performers display an understanding of approach to their instruments that is uniform throughout the ensemble.
- ***Marching Technique:*** Performers display an understanding of marching and movement that is uniform throughout the ensemble.
- ***Balance between Percussion and the Band:*** The measure of the performers' understanding and commitment to the entire ensemble.
- **Alignment - Both Horizontal and Vertical:** The measure of the performers ability to align both side to side (horizontal) and front ensemble to battery (vertical).
- ***Entertainment:*** The performers display a high level of performance throughout the performance



# Awards Ceremony Guidelines

## Trophy Acceptance

- 1. Trophies for bands and all other units must be accepted at the awards ceremony by a fully uniformed member of the winning band or attached unit(s). (Drum Majors are to wear headgear)***
- The uniform worn at the awards ceremony **MUST** be one that truly represents the school involved for both the presenter and recipient.
- 3. Schools are limited to sending only one (1) representative from each competing unit to the awards ceremony.***
- All Drum Majors and Captains who participate in the awards ceremony are expected to stand during the entire presentation.
- 5. Salutes given by the host awards personnel and those receiving awards should be in a dignified and respectful manner.***
- No lounge chairs will be permitted and any unit or individual who displays poor sportsmanship or behaves in such a manner as to demean or degrade the awards ceremony will be asked to leave the awards presentation area.

## Awards Ceremony

The awards ceremony is the highlight of the band event that has just concluded. Band members, friends, parents, boosters, and supporters are reminded that while in the awards area they will be expected to display proper behavior and good sportsmanship at all times. No throwing of any objects will be allowed. Nothing that squirts or shoots will be allowed.

Any individual, group, or organization that behaves in such a manner as to demean or degrade the awards ceremony, demean or degrade another person or unit, or behaves in such a way as to cause injury to any other person or property will be asked to leave the awards presentation area.

## Community Relations

Hosts of NCBA events have reported incidents of vandalism both on and off campus. Fires in the locker rooms, broken windows, fights, drug and/or alcohol use, and shoplifting during the time visiting bands are present. Please caution your students that this type of behavior jeopardizes that ability of the hosting unit to continue to make this opportunity available for everyone. Directors, instructors and/or head chaperones will be held accountable for any incidents that occur at any event.



# Participants Evaluation Form

TO: Participants – Northern California Band Association Events

FROM: Contest Coordinator

SUBJECT: Comments and Suggestions for Improvement

Please take a moment to give us comments and suggestions for improvement on all aspects of the band event that you participated in today. Comments about the event will be shared with people who sponsored the event and comments are welcome about the direction that is intended by the events that are members of the NCBA.

Comments are also welcome about today's judges. Excessive negative evaluations of a judge's performance will be reviewed by the board of the NCBA. Appropriate recommendations will be made. These recommendations may include re-training or retaining active status as a judge.

**All negative evaluations of a judge must include a copy of the judge's tape and/or score sheet.**

*This form will NOT be given to individual judges. Your name and school will be confidential.*

Name of Event: <<Show Title>> Date of Event: <<Show Date>>

Comments about Judging:

---

---

Comments about Event:

---

---

Optional:

Name and School \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Please Email this form to: [ContestCoordinator@ncbaonline.net](mailto:ContestCoordinator@ncbaonline.net)