

MARCHING DEFINITION OF TERMS

INDIVIDUAL MARCHING

Carriage & Stride

Carriage While Stationary & Moving -	Students demonstrate a uniformity of posture and body carriage while standing, marking time and marching.
Instrument/Equipment -	Students maintain appropriate, uniform and visually effective carriage of all instruments, flags and other equipment.
Uniformity of Foot Placement -	Students demonstrate consistent foot placement for the length of step and style of stride being utilized.
In Step -	Students consistently march in step and individual band members recover quickly when out-of-step marching occurs.
Uniformity of Lower Body Movement -	Students demonstrate a consistent style of stride and manipulation of the lower body.

Execution of Fundamentals

Pivots, Turns, Facings -	Students execute fundamental pivots, turns and facings in a uniform and consistent manner.
Step Offs/Halts -	Students demonstrate consistency in executing a fundamental system of starts and stops with attention to foot placement and timing.
Mark Time -	Students demonstrate consistency in executing a fundamental style of mark time or marching in place.
Manipulation of Instruments/Equipment -	Equipment (instruments and otherwise) is visually utilized in a manner consistent with the style of the presentations and students demonstrate proper timing and execution within that style.
Other Body Motion -	Individual movements of the upper/lower body, including choreography, are executed consistently by all members of the band and auxiliaries regardless of the style of the presentation.
Recovery From Error -	Students demonstrate the ability to adapt quickly to errors and other variables of performance that require individuals to correct spacing or alignment.

ENSEMBLE MARCHING

Ranks -	The ensemble demonstrates straight lines as viewed from left to right when called for in the design of the drill.
Files -	The ensemble demonstrates straight lines as viewed from front to back when called for in the design of the drill.
Diagonals -	The ensemble demonstrates visually precise diagonals when called for in the design of the drill.
Arcs -	The ensemble demonstrate visually precise arcs and other curvilinear forms when called for in the design of the drill.
Arrival at Set -	Students demonstrate consistent application of timing, spacing and halts required to define all forms present in the design of the drill.
Interval While Stationary -	Members of the ensemble achieve consistent and visually appropriate spacing while standing fast or marking time in a set.
Interval While Marching -	Members of the ensemble demonstrate the ability to maintain consistent and visually appropriate spacing while marching.

DRILL

Compatibility of Marching Style w/Drill -	The marching style and the competencies demonstrated by both the ensemble and its individual performers are visually appropriate for the drill design of the presentation.
Difficulty of Drill -	The visual program demonstrates appropriate technical demand and exposure to error.
Frequency of Movement -	The use of stand fast time enhances the impact of the visual program and is appropriately integrated as a part of the flow and continuity of the presentation.
Continuity and Flow -	The ensemble harmoniously combines the visual program with the musical elements to maximize flow and continuity of presentation.

INTEGRATION OF MARCHING COMPONENTS

Visual Reinforcement of Music -	The ensemble visually enhances musical presentation through staging and choreography of written program (drill).
Effective Use of Auxiliary Units (if used) -	The ensemble appropriately integrates the technical and artistic contributions of all non-playing members of organization.
Appearance of Uniforms -	The ensemble projects uniformity of apparel with careful attention to details.

MUSIC DEFINITION OF TERMS

BRASS, WOODWIND AND PERCUSSION PERFORMANCE

Tone Quality -	Student performers demonstrate characteristic tone qualities for instrument and musical style of performance.
Intonation -	Student performers demonstrate an awareness of tuning tendencies of instruments(s) and sensitivity to uniform intonation within their section.
Balance/Blend -	Student performers demonstrate the concepts of balanced musical lines within their section and blend of sounds to produce a desirable and appropriate sonority of music performed.
Technique -	Student performers demonstrate consistent mastery of technical demands of music performed.
Effective Use -	Brass, woodwinds and percussion are used individually and collectively to validate the importance of all instrumental groupings

ENSEMBLE PERFORMANCE

Ensemble Balance/Blend -	Student performers demonstrate the concepts of balanced musical lines within the ensemble and blend of sounds to produce a desirable and appropriate sonority of music performed.
Rhythmic Precision -	The ensemble exhibits control of all aspects of rhythm, tempo and pulse.
Intonation -	Student performers demonstrate an awareness of tuning tendencies of instrument(s) and sensitivity to uniform intonation within the ensemble.
Articulation -	Student performers exhibit a consistent, uniform and appropriate approach to styles of articulations for music performed.
Suitability of Music for Ensemble -	The music is compatible with the maturity level of the ensemble.

MUSICIANSHIP

Phrasing -	Clear, meaningful and expressive shaping of musical passages is consistently in evidence within and between sections of the ensemble
Dynamic Contrast -	Use of dynamics provides musically effective and appropriate contrast for music performed.
Musical Style -	Music is performed artistically in a uniform and appropriate style.
Tempo -	Tempo is appropriate for music performed.