

WESTERN CAROLINA UNIVERSITY ADJUDICATION SEMINAR

JULY 11-13, 2003

MUSIC PERFORMANCE ENSEMBLE SESSION

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1. Orientation/Perspective: Evaluation of student achievement level from the ENSEMBLE perspective
 - a. "Since we evaluate, achievement, understand that the construction and content of a program, in combination with the demonstrated performance level will determine the achievement level in all captions. Be *sure to* consider the depth, scope, and breadth of each program in your caption, as well as, the TOTALITY of the PHYSICAL and INTELLECTUAL DEMANDS placed on ALL of the performers. A group may demonstrate the highest level of achievement before the end of their show. However, achievement must also be accomplishment considered through- time and with the involvement of ALL performers through time."
 - b. Common Problems and Causes
 - i. Tone Quality & Intonation
 1. Balance & Blend
 2. Breath Support & Control
 3. Centers of Tone & Pitch
 4. Consistency of fimbres, sonority -
 5. Tuning of Percussion
 6. Causes?
 - ii. Accuracy & Definition - Students' command of pulse, tempo & rhythm
 1. Ensemble cohesiveness
 2. Method
 3. Rhythmic Interpretation
 4. Tempo, Pulse Control
 5. Timing
 6. Causes?
 - iii. Musicality
 1. Expression
 2. Full Range of Dynamics
 3. Phrasing
 4. Style/Idiomatic Interpretation
 - iv. Is the written book helping/hurting?
 - c. Linear Scale - The success of caption-system judging lies in your individual ability to utilize the criteria reference as a guide and to make subcaption ranking and rating determination. Discriminate carefully the subtle differences in each subcaption to accurately evaluate the achievement in your caption. This discrimination is very important.

In order to best serve the students and their directors, we must give an accurate

numerical representation of a group's achievement level through the use of the Criteria Reference.

- d. Determining Spreads - Use these guidelines to help you determine appropriate numbers for rating each band:

1-3 tenths: The bands are essentially equal except that minor issues may rate one higher in the caption.

4-6 tenths: There are subtle, but objective differences that make it clear that one band would be rated higher in the caption.

7-9 tenths: There are at least one or two significant differences that are easily identifiable in comparison of the bands in the caption.

1 Point or more: There are generally several significant differences when comparing the bands in the caption.

2. Practical Application