



**Texas Bandmasters Association
Convention/Clinic July 22-24, 2021**

**The New UIL Marching Band
Adjudication Sheets**

**CLINICIANS:
Dr. Brad Kent, Gerry Miller,
Mark McGahey**



HENRY B. GONZALEZ CONVENTION CENTER - SAN ANTONIO, TEXAS

The New UIL Marching Band Adjudication Sheets

Brad Kent | University Interscholastic League
Mark McGahey | Keller HS
Gerry Miller | Coppell ISD



AREA + STATE JUDGE TRAINING

Date: Sunday, September 12, 2021

Time: 1:00pm

Location: Webinar hosted on YouTube Live

REGION MARCHING ADJUDICATION PLACEMAT

MUSIC - To what extent do the performers demonstrate...

- *appropriate, characteristic tone quality?*
- *proper intonation across multiple ranges and dynamic levels?*
- *technique and rhythmic accuracy that is refined to the highest levels?*
- *phrasing and artistic expression that is of the highest musical value?*
- *balance and blend that is clear and appropriate throughout the presentation?*
- *a refined sense of rhythmic precision and timing?*
- *a purposeful approach to dynamic contrast throughout the ensemble?*
- *an approach to style and articulation that is clear and consistent through all instrument voices?*
- *an effective performance of electronic content where appropriate?*

VISUAL AND MOVEMENT - To what extent do the performers demonstrate...

- *a refined sense of achievement with regard to form control and intervallic relationships?*
- *depth of training resulting in a clear, uniform approach to control of body?*
- *depth of training resulting in a clear, uniform approach to control of equipment?*
- *precision with regard to the timing of visual events?*
- *a clearly-communicated style of movement from performer-to-performer?*
- *a successful effort to recover from errors when present?*

CONTENT - To what degree does the content for the ensemble demonstrate...

- *effective utilization of all performers on the field?*
- *appropriate visual reinforcement of the music?*
- *suitable musical and visual content for the performers?*
- *musical repertoire performed while contributing to the visual content?*
- *a sense of flow and pacing which is logical and artistic?*

SCORING-SPECIFIC LANGUAGE – The answers to these questions should equate to a rating...

- | | | | | |
|----------------|---|---------------|---|-----|
| ➤ CONSISTENTLY | → | SUPERIOR | → | I |
| ➤ USUALLY | → | EXCELLENT | → | II |
| ➤ SOMETIMES | → | AVERAGE | → | III |
| ➤ RARELY | → | BELOW AVERAGE | → | IV |
| ➤ SELDOM | → | POOR | → | V |

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AREA MUSIC ADJUDICATION PLACEMAT

ENSEMBLE PERFORMANCE - To what degree do the performers demonstrate...

- *phrasing and artistic expression that is of the highest musical value?*
- *blend and balance that is clear and appropriate throughout the presentation?*
- *a refined sense of rhythmic precision and timing?*
- *a purposeful approach to dynamic contrast throughout the sections?*
- *an approach to style and articulation that is clear and consistent through all instrument voices?*
- *an effective performance of electronic content where appropriate?*

WOODWIND PERFORMANCE - To what degree do the performers demonstrate...

- *appropriate, characteristic tone quality?*
- *Proper intonation across multiple ranges and dynamic levels?*
- *technique and rhythmic accuracy that is refined to the highest levels?*
- *blend and balance that is clear and appropriate throughout the presentation?*

BRASS PERFORMANCE - To what degree do the performers demonstrate...

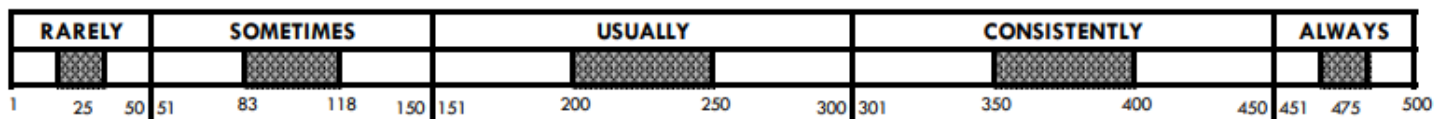
- *appropriate, characteristic tone quality?*
- *Proper intonation across multiple ranges and dynamic levels?*
- *technique and rhythmic accuracy that is refined to the highest levels?*
- *blend and balance that is clear and appropriate throughout the presentation?*

PERCUSSION PERFORMANCE - To what degree do the performers demonstrate...

- *appropriate, characteristic quality of sound?*
- *a refined sense of rhythmic precision and timing?*
- *technique and rhythmic accuracy that is refined to the highest levels?*
- *blend and balance that is clear and appropriate throughout the presentation?*

CONTENT - To what degree does the repertoire for the ensemble demonstrate...

- *effective utilization of all performers on the field?*
- *a clear musical reinforcement of the visual content?*
- *suitable musical content for the performers?*
- *musical repertoire performed while contributing to the visual content?*
- *content that challenges the performers?*
- *a sense of flow and pacing which is logical and artistic?*



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AREA VISUAL ADJUDICATION PLACEMAT

INDIVIDUAL MOVEMENT - To what degree do the performers demonstrate...

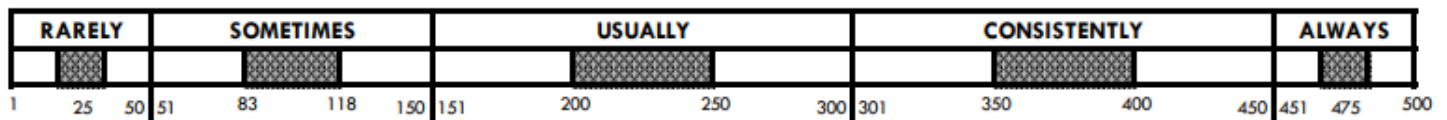
- a refined sense of achievement with regard to form control and intervallic relationships?
- depth of training resulting in a clear, uniform approach to style?
- a refined sense of rhythmic precision and timing with regard to movement?
- a clearly-communicated style of motion from performer-to-performer?
- a sense of poise, presence, and communication throughout the performance?
- a successful effort to recover from errors when present?

ENSEMBLE MOVEMENT - To what degree do the performers demonstrate...

- a refined sense of achievement with regard to form control and intervallic relationships?
- precision with regard to the timing of visual events?
- depth of training resulting in a clear, uniform approach to control of body and equipment?
- professionalism in all aspects of the presentation?
- a successful effort to recover from errors when present?

CONTENT - To what degree does the content for the ensemble demonstrate...

- effective utilization of all performers on the field?
- appropriate visual reinforcement of the musical content?
- suitable visual content for the performers?
- appropriate frequency and demand of movement?
- a sense of flow and pacing which is logical and artistic?
- coordination of all visual elements which highlights the artistic expression of the ensemble?



SCORING-SPECIFIC LANGUAGE – The answers to these questions should equate to a rating (percentages)...

DESCRIPTOR	LOW	LOW-MID	MID	HIGH-MID	HIGH
ALWAYS	91	93	94	96	100
CONSISTENTLY	61	70	75	80	90
USUALLY	31	40	45	50	60
SOMETIMES	11	17	20	24	30
RARELY	0	3	5	6	10
