A Class: Beginner to Intermediate Skills

Adjudicators are to consider the program content and performer’s excellence both as its own entity and as it relates to the overall design. Emphasis is placed on the achievement of technique and ensemble excellence by the performers through appropriate design choices as they relate to the maturity and skill sets of the performers.
### CONTENT

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>BOX 2</th>
<th>BOX 3</th>
<th>BOX 4</th>
<th>BOX 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER</td>
<td>RARELY</td>
<td>SOMETIMES</td>
<td>A CLASS</td>
<td>FREQUENTLY</td>
</tr>
<tr>
<td>0 – 49</td>
<td>50-54</td>
<td>55-59</td>
<td>60-64</td>
<td>65-69</td>
</tr>
<tr>
<td>NEVER</td>
<td>SOME</td>
<td>MOST</td>
<td>ALL</td>
<td>SOME</td>
</tr>
</tbody>
</table>

**NEVER**
There is no recognizable content

**RARELY**
Vocabulary is simple at beginning levels but still rarely demonstrated

**SOMETIMES**
Basic musical vocabulary

**A CLASS**
Performers frequently display basic musical vocabulary

**FREQUENTLY**
Individuals consistently demonstrate intermediate vocabulary

**CONSISTENTLY**

**NEVER**
Skills and technique are introductory and lack any depth

**RARELY**
There is sometimes a demonstration of skills and technique that are basic

**SOMETIMES**
Individuals sometimes display basic simultaneous responsibility

**A CLASS**
Performers demonstrate clear and consistent intermediate musical skills and technique

**FREQUENTLY**
Frequent demonstration of simultaneous responsibilities by individuals are apparent

**CONSISTENTLY**
There are intermediate simultaneous responsibilities consistently displayed by performers

### ACCURACY / TECHNIQUE

<table>
<thead>
<tr>
<th>Accuracy and technique is not identifiable</th>
<th>Articulation and methodology is present and frequently demonstrated by performers</th>
<th>Performers consistently offer quality in articulation and methodology at an intermediate level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performers rarely demonstrate any method of articulation</td>
<td>Style and idiomatic interpretation</td>
<td></td>
</tr>
<tr>
<td>Performers sometimes contribute an understanding of articulation and methodology at an basic level</td>
<td>Performers frequently demonstrate stylistic and idiomatic involvement</td>
<td></td>
</tr>
<tr>
<td>Performers are rarely engaged simultaneously</td>
<td>There is consistent participation musically through idiomatic interpretation as dictated by intermediate skill sets</td>
<td></td>
</tr>
</tbody>
</table>

**Performers rarely are stylistically or idiomatically involved**

**Performers sometimes demonstrate an understanding of style and idiomatic interpretation at an intermediate level**

**Performers frequently demonstrate stylistic and idiomatic involvement**

**Basic display of technique sometimes contributes to quality of sound**

**Basic display of technique often contributes to quality of sound**

**Intermediate technique consistently contributes and enhances quality of sound**

**Intermediate technique consistently contributes and enhances pitch control and accuracy responsibilities**

**Intermediate technique consistently contributes and enhances pitch control and accuracy responsibilities**