**COMPOSITION**

- Unity through Ensemble Design
- Clarity / Depth of Design Elements
- Orchestration
- Visual Musicality
- Variety and Creativity

**PERFORMER EXCELLENCE**

- Principles of Movement
- Articulation / Definition of Style
- Form Control through Time and Space
- Awareness / Recovery
- Consistency / Precision throughout the Ensemble

Open Class: *Intermediate to Advanced 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. Equal consideration is given to the achievement of the range, variety, and depth of design and skill sets.

**SCALE**

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Very Close</th>
<th>Slight Advantage</th>
<th>Advantage</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-point scale</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4+</td>
</tr>
<tr>
<td>200-point total</td>
<td>1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7+</td>
</tr>
</tbody>
</table>
Performers are non-existent.

### Design
- Design rarely offers any unity.
- Design components lack clarity and are rarely present.
- Orchestration is rarely achieved.
- Variety and creativity are rarely present.

### Composition
- Unity is sometimes present at an intermediate level. Incomplete composition may limit scoring potential.
- The composition sometimes lacks integration of the elements.
- Orchestration is sometimes fair and the cohesive use of space and time are developed at an intermediate level.
- Visual design sometimes reflects the musical structure of the program at an intermediate level.
- Variety and creativity are sometimes present at an intermediate level.

### Points of Comparison
- **Open Class**
- **Frequently**
- **Consistently**

<table>
<thead>
<tr>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>0-49</td>
<td>50-54</td>
<td>55-59</td>
</tr>
<tr>
<td>Some</td>
<td>Most</td>
<td>All</td>
</tr>
<tr>
<td>65-69</td>
<td>70-74</td>
<td>75-79</td>
</tr>
<tr>
<td>Some</td>
<td>Most</td>
<td>All</td>
</tr>
</tbody>
</table>

### Performer Excellence
- Principles are rarely present.
- Articulation is unclear and rarely presented.
- Moments of form control are rarely demonstrated.
- Rare display of awareness in form responsibilities.
- There are rare instances of consistency and precision.

### Open Class
- Unity is developing and is frequently present. Integration of design is evident.
- Components are clear and developing. Components are often layered and integrated.
- A deep knowledge of orchestration is frequently demonstrated. Depth of vertical and/or horizontal orchestration is prevalent and successful.
- Visual structure frequently reflects the musical dynamics. Use of orchestration enhances musicality.
- There is a solid level of variety and creativity frequently displayed for this class.

### Frequently
- Components are clear and developing. Components are often layered and integrated.
- There is a consistent and successful display of a variety of visual presentations. Creativity is evident and successful for advanced design.

### Consistently
- Design ideas are consistently displayed with logic and advanced application. There is clear unity and depth in both vertical and horizontal structure.
- Orchestration is consistently applied and enriched at an advanced level. Visual presentations are layered in responsibilities and are well connected over time.
- The visual enhances the structure of the music consistently through design. Musicality is fully developed and at an advanced level.
- There is a consistent and successful display of a variety of visual presentations. Creativity is evident and successful for advanced design.

### Box 4
- **Most**
- **All**
- **Class**

### Box 5
- **Most**
- **All**
- **Class**
- **Level**

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