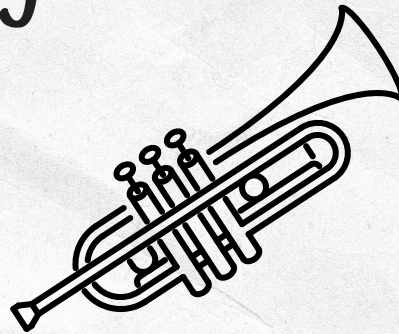




FEBRUARY 28TH AND MARCH 1ST

# Pre-Assessment

## Concert Program Schedule



PRESENTED BY  
THE STONE MIDDLE SCHOOL AND  
WESTFIELD HIGH SCHOOL MUSIC  
DEPARTMENTS

WESTFIELD HIGH SCHOOL  
AUDITORIUM  
DOORS OPEN AT 6:30PM





FEBRUARY 28, 2023

# Program Schedule



## Stone MS Symphonic Band

Crosswinds March

James Swearingen

Invocation and African Dance

Matt Conaway

Winds of Destiny

Erik Morales

## Westfield HS Wind Symphony

The Vanished Army

Kenneth Alford

Miniature Suite

Steven Bryant

- Mvt 4 The Low Arc of the Sun
- Mvt 5 Irrational Joy

Symphonic Dance #3 (Fiesta)

Clifton Williams



MARCH 1, 2023

# Program Schedule

## Stone MS Percussion Ensemble

Last Toy Solider

Jeremy Price

## Westfield HS Intermediate Percussion Ensemble

Tank! (From Cowboy Bebop)

Yoko Kanno

Chair Jam

Wolfgang Amadeus  
Flam-a-diddle

## Stone MS Concert Band

Bridgeway March

Quincy Hilliard

Colliding Visions

Brian Balmages

Champions Rising

Adrian Sims

## Westfield HS Symphonic Band

Fidelity March

Karl King/.Arr.

- Glover Guest Conductor: Kaitlyn Burns

A Susato Prelude

Douglas Akey

Byzantine Dances

Carol Brittin Chambers



# Virginia Band & Orchestra Directors Association

a unit of the  
Virginia Music Educators Association

## Performance Assessment - Concert Band

Rating

Use this space for final rating

Name of Ensemble \_\_\_\_\_ School: \_\_\_\_\_  
City, Zip \_\_\_\_\_ Director: \_\_\_\_\_

Date	Time	No. of Members	District	Performance Grade
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**Adjudication Scale – By Rating: I = Superior II = Excellent III = Good IV = Fair V = Poor**

Selections:	<u>Title</u>	<u>Composer/Arranger</u>	<u>Grade</u>
(March)	_____	_____	_____
	_____	_____	_____
(Option 1)	_____	_____	_____

*Adjudicator will grade principal items A, B, C, D, or F in the respective squares. Comments must deal with fundamental principles and should be constructive. Minor details may be marked on the music.*

Letter  
Grade

**Tone Quality** (artistic sound, clarity, consistency, control, likeness of qualities, resonance)

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**Intonation** (adjustments are made, chords, initial pitch, individual, melodic line)

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**Technique** (articulation, attacks, facility, note accuracy, releases, precision)

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**Rhythm** (accuracy, meter, precision, steadiness, tempo)

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**Balance** (blend, ensemble, melodic, section)

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**Musicianship** (artistry, dynamics, energy, expression, interpretation, phrasing, style, dynamic contrast)

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**General Factors** (attitude, choice of appropriate literature, confidence, discipline, instrumentation, posture, stage appearance)

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Signature of Adjudicator: \_\_\_\_\_

## VBODA Performance Assessment Rubric – Concert Band

<b>Achievement Level</b>	<b>Grade</b>	<p>Use the “Achievement Level” for each “Indicator” section to assist in determining a grade for each “Category”. Ensembles may earn a grade in a given “Category” without all indicators having the same “Achievement Level”.</p> <p>You may use + and – marks within each category.</p> <p>“Key Words” may be used to provide additional information, and should reflect achievement within the category.</p> <p>Your final overall rating should reflect the grades assigned to each category.</p> <p>No + or – signs may be used for the final rating.</p>
<b>Performers consistently</b>	<b>= A</b>	
<b>Performers frequently</b>	<b>= B</b>	
<b>Performers occasionally</b>	<b>= C</b>	
<b>Performers rarely</b>	<b>= D</b>	
<b>Performers almost never</b>	<b>= F</b>	

Category	Indicator	Key Words (+/-)
<b>Tone Quality</b>	produce a dark, characteristic tone quality produce a focused, controlled sound in all ranges and registers demonstrate proper use of vibrato produce a quality sound on percussion instruments through proper technique and choice of equipment	Breath Support Upper range Lower range Embouchure
<b>Intonation</b>	produce uniform tonal focus throughout the ensemble demonstrate careful attention to tuning and pitch processes understand chordal and harmonic structures adjust any perceived pitch issues demonstrate percussion tuning to match the ensemble	Listening for pitch Adjusting pitch issues Unisons Melodic pitch
<b>Technique</b>	meet technical demands with precision demonstrate an understanding of styles of articulation demonstrate dexterity in performing technical passages start and stop together, within sections and across the ensemble	Finger precision Light tonguing Slurring Accent, marcato Legato articulation
<b>Rhythm</b>	demonstrate control of rhythms-- accuracy and precision maintain tempo produce a natural feel to rhythmic passages demonstrate control in multi-metered passages	Dotted rhythms Agogic pulse Vertical alignment Subdivision
<b>Balance</b>	produce correct balance in all sections of the music demonstrate balance between inner and outer voices demonstrate the melodic line as the prevalent voice understand the supportive relationship between the percussion and wind sections in the ensemble	Environment Placement
<b>Musicianship</b>	demonstrate attention to detail demonstrate the music's expressive features shape phrases using dynamics, articulation, and direction produce effective moods and emotions demonstrate an understanding of musical style	Sensitivity Training
<b>General Factors</b>	provide evidence that selected literature is appropriate for the ensemble present a variety of idioms demonstrate appropriate appearance and demeanor radiate confidence	Quality of literature Instrumentation Recognition Recovery from error