TOURNAMENT INDOOR ASSOCIATION
WINDS – A CLASS
PLACEMATS, RUBRICS, WORKSHEET

(Updated 18-DEC-2024)

A CLASS WINDS – MUSIC ANALYSIS

RARELY **Box 2** DISCOVERS			SOMETIMES **Box 3** KNOWS			FREQUENTLY **Box 4** UNDERSTANDS			CONSISTENTLY **Box 5** APPLIES		
50 to 59			60 to 79			80 to 89			90-100		
50-52	53-56	57-59	60-65	66-73	74-79	80-82	83-86	87-89	90-92	93-96	97-100
Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Difference 7 or more tenths

COMPOSITION	SCORE 100	**ACHIEVEMENT**	SCORE 100
Who had the greater understanding/achievement as it relates to…		Who had the greater understanding/achievement as it relates to…	
Depth and Variety of Orchestration Clarity of Intent Range of Musical Choices Range of Dynamics and Expression		Sonority Musicality Balance and Blend Intonation Stylistic Accuracy Rhythmic Accuracy/Tempo Control Ensemble Cohesion	

TIA A CLASS WINDS — Music Analysis

	Rarely Box 2 Discovers			Sometimes Box 3 Knows			Frequently Box 4 Understands			Consistently Box 5 Applies		
	50 to 59			60 to 79			80 to 89			90 to 100		
	50-52	53-56	57-59	60-65	66-73	74-79	80-82	83-86	87-89	90-92	93-96	97-100
	Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

COMPOSITION — At A Class level, whose composition contained the greater:

DEPTH AND VARIETY OF ORCHESTRATION	• Minimal planning evident in orchestration	• Orchestration sometimes displays variety and depth	• Variety of orchestration is frequently explored in depth and texture	• Advanced and thorough planning of orchestration
CLARITY OF INTENT	• Elements are rarely explored/displayed	• Compositional elements are sometimes displayed	• Frequent use of various compositional elements displayed	• Variety of compositional elements are clearly and concisely developed
RANGE OF MUSICAL CHOICES	• Musical and technical choices are limited	• Some development of musical-technical vocabulary	• Scope of musical/technical repertoire frequently explored	• Broad and expansive scope of musical and technical repertoire
RANGE OF DYNAMICS AND EXPRESSION	• Dynamic and expressive opportunities rarely evident	• Some opportunities for dynamic and expressive experiences	• Program offers frequent expressive and dynamic moments	• Breadth of dynamic and expressive qualities provide intrigue, contrast and direction

ACHIEVEMENT — At A Class level, whose performer demonstrated the better:

SONORITY	• Rarely demonstrates quality of sound	• Basic knowledge of tone quality, timbre in performance	• Frequent performance of quality tone, timbre, and resonance	• Outstanding quality of tone, timbre, and resonance
MUSICALITY	• Limited expressive qualities	• Basic demonstration of expression and compositional intent	• Frequent performance of compositional intent and expression by most musicians	• Performers convey compositional intent and expressive qualities throughout performance
BALANCE AND BLEND	• Balance and blend is evident at times	• Musicians display a basic knowledge of balance and blend with voicings	• Frequent balanced and blended moments performed	• Balance and blend of available voicings are at advanced level
INTONATION	• Intonation at a basic level with sections and individuals	• Basic intonation developed within sections and by individuals	• Ensemble frequently displays strong understanding of intonation	• Clear application of intonation throughout ensemble
STYLISTIC ACCURACY	• Limited achievement of style and interpretation	• Basic interpretation and style are evident	• Style is performed with understanding of interpretation and technique	• Consistent demonstration of style through technique, interpretation, and inflection
RHYTHMIC ACCURACY TEMPO CONTROL	• Rhythmic accuracy is limited	• Accuracy of rhythm and tempo control are evident at basic level	• Proficient rhythmic accuracy evident through most of program	• Accurate rhythmic content applied at all tempi
ENSEMBLE COHESION	• Ensemble control is evident at times	• Ensemble plays with basic control	• Frequently performs with understanding of ensemble techniques	• Outstanding display of ensemble technique/control throughout program

A CLASS WINDS – OVERALL EFFECT

RARELY **Box 2** *DISCOVERS*			*SOMETIMES* **Box 3** *KNOWS*			*FREQUENTLY* **Box 4** *UNDERSTANDS*			*CONSISTENTLY* **Box 5** *APPLIES*		
50 to 59			60 to 79			80 to 89			90-100		
50-52	53-56	57-59	60-65	66-73	74-79	80-82	83-86	87-89	90-92	93-96	97-100
Some 2	Most 2	All 2 Some 3	Some 3	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

SUB CAPTION SPREAD GUIDELINES

Insignificant Differences 0 to 1 tenth	Slight Differences 2 to 3 tenths	Moderate Differences 4 to 6 tenths	Significant Difference 7 or more tenths

REPERTOIRE EFFECTIVENESS	SCORE 100	**COMMUNICATION EFFECTIVENESS**	SCORE 100
Who had the greater understanding/achievement as it relates to…		Who had the greater understanding/achievement as it relates to…	
Program Concept/Premise Creativity/Imagination Staging and Musical Variety Audio/Visual Blend		Communication of Intent Musical/Visual Expressive Qualities Artistic/Physical Believability Mood and Emotion Excellence as Effect Idiomatic Interpretation Audience Engagement	

TIA A CLASS WINDS

Overall Effect

	Rarely **Box 2** *Discovers* 50 to 59			*Sometimes* **Box 3** *Knows* 60 to 79			*Frequently* **Box 4** *Understands* 80 to 89			*Consistently* **Box 5** *Applies* 90 to 100		
	50-52	53-56	57-59	60-65	66-73	74-79	80-82	83-86	87-89	90-92	93-96	97-100
	Some 2	Most 2	All 2 Some 3	Some 2	Most 3	All 3 Some 4	Some 4	Most 4	All 4 Some 5	Some 5	Most 5	All 5

REPERTOIRE — At A Class level, whose composition contained the greater:

PROGRAM CONCEPT/PREMISE	• Composition is discovering coordinated moments	• Some musical and visual coordination evident	• Blending of music and visual is evident and developing	• Outstanding blend of musical, visual, and program choices
CREATIVITY/IMAGINATION	• Limited imaginative offerings	• Creativity is sometimes evident in key moments	• Moments of unique and/or fresh effects planned	• Unique and fresh program • Explores new avenues of effect
STAGING & MUSICAL VARIETY	• Simple staging of elements within program	• Basic effects combine some music and visual moments	• Opportunities to demonstrate environmental and music effects	• Generates effect through contrast
PACING	• Key moments may be effectively composed	• Some effects occur within program at key moments	• Planning of effects often occurs	• Outstanding planning of effects through time
AUDIO/VISUAL BLEND	• Music and visual moments are written at basic level	• Basic enhancement of music and visual opportunities	• Frequent opportunities to enhance music with visual	• Enhanced visual interpretation of music

COMMUNICATION — At A Class level, whose performer demonstrated the better:

COMMUNICATION OF INTENT	• Performers offer some communication	• Performer has basic knowledge of communication	• Performer understands and communicates music and/or visual program	• Consistent communication of both music and visual program
MUSICAL/VISUAL EXPRESSIVE QUALITIES	• Mood and style are rarely present through program	• Mood and style may be evident in some portions of program and performers	• Understanding of most nuance • Many offer understanding of style/mood	• Ability of performers to portray all nuances • Style and/or mood elevates the effect
ARTISTIC/PHYSICAL BELIEVABILITY	• Performers unaware of role within program	• Role and character may be evident at times in program	• Proficient development of role/character by many	• Consistent application of role and character within program by all
MOOD & EMOTION	• Performers are developing awareness of mood and emotion	• Mood and emotion is developing in performers	• Frequent intent of mood or emotion is portrayed by most	• Outstanding conveyance of dramatic intent throughout performance
IDIOMATIC INTERPRETATION	• Interpretation is minimal	• Style and identity may be evident at times	• Performers understand style and identity	• Appropriate artistic style as to support the identity of program
AUDIENCE ENGAGEMENT	• Communication is at a basic level throughout	• Communication of basic level is evident	• Frequently offering communication by most performers	• Outstanding communication of ensemble within the program

A CLASS WINDS – VISUAL ANALYSIS

RARELY **Box 2** *DISCOVERS*			*SOMETIMES* **Box 3** *KNOWS*			*FREQUENTLY* **Box 4** *UNDERSTANDS*			*CONSISTENTLY* **Box 5** *APPLIES*		
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SUB CAPTION SPREAD GUIDELINES

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COMPOSITION	SCORE 100	**ACHIEVEMENT**	SCORE 100
Who had the greater understanding/achievement as it relates to…		Who had the greater understanding/achievement as it relates to…	
Use of Design Elements Visual Orchestration Through Time & Layered Events Variety of Design Choices Reflection of the Musical Structure		Spacing and Orientation Timing and Control Stylistic Accuracy Training, Detail, and Nuance	

TIA A CLASS WINDS — Visual Analysis

	Rarely **Box 2** *Discovers*			*Sometimes* **Box 3** *Knows*			*Frequently* **Box 4** *Understands*			*Consistently* **Box 5** *Applies*		
	50 to 59			60 to 79			80 to 89			90 to 100		
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COMPOSITION — At A Class level, whose composition contained the greater:
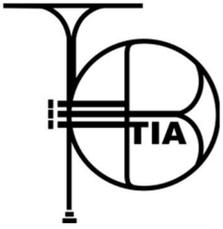
USE OF DESIGN ELEMENTS	• Basic design/composition	• Awareness of ensemble fundamentals	• Frequent displays of design & logic	• Advanced design elements and principles
VISUAL ORCHESTRATION THROUGH TIME & LAYERED EVENTS	• Limited orchestration	• Some orchestration displayed is design	• Frequent use of ideas with layers and combined efforts	• Consistent progression of horizontal and vertical orchestration
VARIETY OF DESIGN CHOICES	• Basic artistic efforts	• Planning provides moments of contrast or function in design	• Frequent efforts provide contrast, function and/or unity	• Diverse artistic effort provides contrast and adhering to plan, function, time of program
REFLECTION OF THE MUSICAL STRUCTURE	• Basic interpretation of musical score	• Sometimes reflective of musical score within phrases	• Frequent opportunities to enhance and interpret musical moments	• Advanced design accurately reflects, interprets and enhances musical score

ACHIEVEMENT — At A Class level, whose performer demonstrated the better:

SPACING & ORIENTATION	• Occasional displays of awareness by performers	• Some awareness of orientation evident	• Proficient display of control by most performers	• Advanced control of direction, spatial relationships, and positions throughout program
TIMING & CONTROL	• Performers are discovering timing & control	• Perfumers are inconsistent at times	• Proficient level of unison	• Precise and accurate display of unison efforts
STYLISTIC ACCURACY	• Discovery of style is attempted	• Style is evident at times	• Frequently displays style and control in performance	• Chosen style is conveyed in a believable and consistent manner
TRAINING, DETAIL & NUANCE	• Training is rarely displayed	• Training and detail are developing and evident	• Training and detail are frequently achieved by performers	• Training, as well as attention to detail and nuance, elevate the performance

TOURNAMENT INDOOR ASSOCIATION WORKSHEET - WINDS

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SUB-CAPTION SPREADS			
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UNIT								
CLASS								
TOTAL								

WINDS

SHOW COORDINATOR

DATE: _____

UNIT: _____

Check Appropriate Class: ☐ A ☐ Open ☐ World

Number of Performers: _____ (Minimum of 10 members)

TIMING REQUIREMENTS:

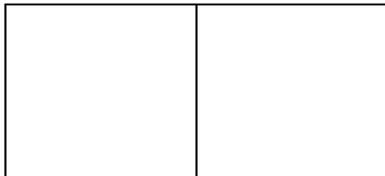| Class	INTERVAL	MINIMUM Performance Time	MAXIMUM Performance Time
World	11.0	4.0	8.0
Open	10.0	4.0	7.0
A	9.0	4.0	6.0

INTERVAL TIME: _____   _____ seconds under/over _____ x 0.05=

PERFORMANCE TIME: _____   _____ seconds under/over _____ x 0.05=

OUT OF BOUNDS/BOUNDARY VIOLATIONS:
  Performing or walking over the front sideline / throwing equipment over the front sideline.
  Note time in performance and point of occurrence.

0.1 Per occurrence.

Front   # _____ x 0.1=

NOTE TIME IN SHOW FOR EACH OCCURRENCE.

OTHER: (see TIA Rule Book for details)

Describe:

TOTAL PENALTIES:

Signature: _____