



# VISUAL REGIONAL A CLASS INTRODUCTORY TO FUNDAMENTAL SKILLS



BOX 3			BOX 4			BOX 5		
DISCOVERING INTRODUCTORY			EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL		
65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL

## SAMPLE ALL ELEMENTS OF THE BAND

### CONTENT

*Whose CONTENT offered the greater:*

- **QUALITY AND UNITY OF THE VISUAL ORCHESTRATION AND DESIGN ELEMENTS:** *The compatibility, quality, and unity of the visual design and orchestration as appropriate for the ensemble—including (but not limited to) staging of all musical and visual voices; form evolution; movement/choreography; equipment; visual musicality; expressive efforts; and artistic qualities.*
- **RANGE AND VARIETY OF BODY, MOTION, FORM, AND EQUIPMENT RESPONSIBILITIES:** *The range, variety, and balanced distribution of class-appropriate visual responsibilities—including (but not limited to) body shaping/choreography; methods of travel; form orientation; spacial relationships; tempo and meter; distance covered; expressive efforts; and equipment techniques.*
- **RANGE AND VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES:** *The range, variety, and balanced distribution of additional layers of class-appropriate simultaneous physical, spacial, and musical responsibilities.*

SUB-CAPTION  
SCORE  
100

### ACHIEVEMENT

*Whose PERFORMERS achieved the better:*

- **DEMONSTRATION OF PHYSICAL DEVELOPMENT AND TRAINING IN SUPPORT OF THE CONTENT:** *The degree to which the demonstrated level of physical development and training successfully supports the responsibilities in the program.*
- **INDIVIDUAL ACHIEVEMENT OF THE VISUAL VOCABULARY:** *The degree to which the individual visual vocabulary responsibilities—including (but not limited to) alignment; movement, and equipment principles; and rhythmic/ pulse control—are developed and achieved.*
- **ENSEMBLE AWARENESS AND FORM CONTROL:** *The degree to which the ensemble visual responsibilities—including (but not limited to) the ability to establish and maintain ensemble accuracy in time, space, path, and orientation in form, body, and equipment—are developed and achieved.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are developed and achieved.*

SUB-CAPTION  
SCORE  
100

### STYLISTIC DIVERSITY IS ENCOURAGED AND ALL STYLISTIC CHOICES HAVE EQUAL OPPORTUNITY FOR SUCCESS.

The points of comparison listed above collectively represent a balanced assessment of the caption and are not intended to be in priority order.

Achievement should be recognized and rewarded through the balanced consideration of ALL aspects of BOTH sub-captions!

Measure the degree of success and achievement along the continuum and then compare to determine:

Who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).

TOTAL  
MAX  
SCORE  
200

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+

REGIONAL A CLASS  
**VISUAL**  
(SAMPLE ALL ELEMENTS OF THE BAND)

BOX 3			POINTS OF COMPARISON <i>REGIONAL A CLASS</i>	BOX 4			BOX 5		
DISCOVERING INTRODUCTORY				EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL		
65-69 SOME	70-74 MOST	75-79 ALMOST ALL		80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST	99-100 ALMOST ALL
<i>The most entry-level skills and qualities that allow the performers to discover a positive emerging competitive experience.</i>			CONTENT	<i>Fundamental, basic skills &amp; qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast &amp; few gradations.</i>					
<i>Design choices reflect &amp; facilitate the most foundational skill development.</i>			QUALITY & UNITY OF THE VISUAL DESIGN & ORCHESTRATION	<i>Design choices show basic consideration of the skill development of many elements in the ensemble. Simple forms &amp; frequent stationary presentations provide functional support for the musical responsibilities. Some simple body shaping &amp; equipment motion are sometimes unified with the whole to reflect the basic musical structure.</i>					
Compatibility allows for the <b>discovery</b> of the most <b>basic</b> skills. The most <b>foundational</b> & functional elements <b>sometimes</b> present the <b>basic</b> aspects of the music.				Emerging & somewhat compatible design <b>fundamentals</b> use very <b>basic</b> , sometimes disconnected, elements to present <b>nascent</b> levels of visual musicality.			Established & <b>mostly compatible</b> design <b>fundamentals</b> use <b>basic</b> , usually unified, elements to reflect the <b>broad</b> structure of the music.		
<i>The most simple physical/visual responsibilities are explored, usually 1 at a time.</i>			RANGE & VARIETY OF BODY, MOTION, FORM & EQUIPMENT RESPONSIBILITIES	<i>Narrow range of step size &amp; spacial relationships. Simple direct path form evolutions. Some traveling forward, backward &amp; to the side. Some simple changes in tempo/speed.</i>					
Minimal variety across the <b>most foundational</b> range.				Slight variety across the most <b>fund.</b> range with probable <b>uneven</b> distribution between sections.			Moderate range &/or variety of <b>fund.</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section & over time.		
<i>No-to-minimal layering of physical responsibilities.</i>			RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES	<i>Singular musical and/or visual skills and/or slight layering of 2 basic skills.</i>					
Introductory offerings are presented singly, or layer the <b>most basic</b> movements.				Single efforts predominate. Occasional layering of the most <b>fund.</b> skills, with probable <b>uneven</b> distribution between sections.			Simple layering of <b>fund.</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section & over time.		
<i>The discovery of the most entry-level achievement principles and skills that serve as a foundation for future growth.</i>			ACHIEVEMENT	<i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble &amp; the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
<i>The performers are discovering physical development for movement.</i>			DEMONSTRATION OF PHYSICAL DEVELOPMENT & TRAINING IN SUPPORT OF THE CONTENT	<i>Fundamental skills are supported by some physical development.</i>					
Introductory physical development somewhat provides a foundation for further growth.				Some physical development supports the most <b>fund.</b> skills; the foundation for further growth is unclear or <b>unstable</b> .			A <b>basic</b> foundation is established & <b>moderate</b> physical development supports <b>fund.</b> skills but <b>may vary</b> between sections & aspects of training.		
<i>The performers are discovering the most basic visual vocabulary.</i>			INDIVIDUAL ACHIEVEMENT OF THE VISUAL VOCABULARY	<i>Individuals understand &amp; achieve simple sequences, starts, stops, changes of direction &amp; simple body shaping.</i>					
Basic achievement of <b>foundational</b> skills is emerging.				Basic achievement of the most <b>fund. alignment, rhythm &amp; traveling principles &amp; vocabulary</b> is emerging.			Moderate achievement of <b>fund. alignment/shape, rhythm &amp; traveling/pathway principles &amp; vocabulary</b> is established but <b>may vary</b> .		
<i>The performers are discovering the concept of ensemble awareness.</i>			ENSEMBLE AWARENESS & FORM CONTROL	<i>An awareness of orientation in time &amp; space/form is emerging with some achievement in basic form, body, EQ orientation. Articulations vary &amp; pathways are inconsistent.</i>					
Basic awareness of ensemble space & time is emerging.				Fund. awareness of time, space & form is emerging but varies between responsibilities & sections over time.			Moderate achievement of <b>fund. ensemble</b> time, space, path & orientation in form, body & EQ is established but <b>may vary</b> .		
<i>The performers are discovering the most foundational skills.</i>			CONCENTRATION / FOCUS, STAMINA & RECOVERY	<i>Basic concentration &amp; stamina; frequent distractions with rare recoveries.</i>					
Unstable concentration & <b>emerging</b> stamina. <b>Rare awareness</b> of the need for recovery.				Emerging <b>basic</b> concentration & <b>occasionally</b> sufficient stamina. Very <b>occasional/ minimally successful</b> recovery attempts.			Established <b>basic</b> concentration w/ <b>frequent breaks</b> . <b>Moderately</b> sufficient stamina. <b>Occasional &amp; moderately successful</b> recovery attempts.		