



# VISUAL

## A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS



BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	50-54	55-59	60-64	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	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+

## (SAMPLE ALL ELEMENTS OF THE BAND)

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2			BOX 3			POINTS OF COMPARISON  <b>A CLASS</b>	BOX 4			BOX 5		
	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
	50-54 SOME	55-59 MOST	60-64 ALMOST ALL	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
Fundamental offerings are not present.	<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>						CONTENT	<i>Skills &amp; qualities offer some complexity &amp; dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts &amp; some gradations. Slight to moderate layering of efforts.</i>					
	<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>						QUALITY & UNITY OF THE VISUAL DESIGN & ORCHESTRATION	<i>The orchestration is moderately unified and shows good consideration of the skill development of most elements in the ensemble. Staging of musical &amp; visual voices supports the musical presentation. A moderate variety of forms reflects the musical structure &amp; includes interesting evolutions. Movement, body shaping &amp; equipment choices provide visual musicality &amp; are enhanced by moderate expressive efforts &amp; artistic qualities.</i>					
	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.				Emerging <b>int.</b> design qualities & elements are <b>somewhat compatible</b> . Vertical & horizontal orchestrations <b>frequently</b> integrate &/or layer <b>int.</b> ideas & elements to reflect a <b>moderate</b> range of the musical structure.			<b>Compatibility</b> 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.		
	<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>						RANGE & VARIETY OF BODY, MOTION, FORM & EQUIPMENT RESPONSIBILITIES	<i>More complex form evolutions, some with curved or indirect pathways. A good cross section of movement &amp; equipment principles; a moderate variety of tempos, step sizes, phrase lengths, directions of travel &amp; changes of direction; some body shaping &amp; layering of responsibilities.</i>					
	<b>Slight</b> variety across the most <b>fund.</b> range with probable <b>uneven</b> distribution between sections.			<b>Moderate</b> range &/or variety of <b>fund.</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section & over time.				<b>Moderate</b> range &/or variety of emerging <b>int.</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section.			<b>Good</b> range & variety of established <b>int.</b> responsibilities, <b>evenly distributed throughout the ensemble</b> .		
	<i>Singular musical and/or visual skills and/or slight layering of 2 basic skills.</i>						RANGE & VARIETY OF SIMULTANEOUS / LAYERED RESPONSIBILITIES	<i>A good range &amp; variety of intermediate musical &amp; visual responsibilities are often simultaneously layered.</i>					
	<b>Single efforts predominate. Occasional</b> layering of the most <b>fund.</b> skills, with probable <b>uneven</b> distribution between sections.			<b>Simple</b> layering of <b>fund.</b> responsibilities. Some may be more prominent & this <b>may vary</b> from section to section & over time.				<b>Moderate</b> range &/or variety of simultaneous layering of emerging <b>int.</b> responsibilities. This <b>may vary</b> from section to section.			<b>Good</b> range & variety in the simultaneous layering of established <b>int.</b> responsibilities, <b>evenly distributed throughout the ensemble</b> .		
A foundation for fundamental achievement is not present.	<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>						ACHIEVEMENT	<i>Moderate individual skill, strength &amp; stamina emerging from a good technical foundation &amp; a broader range &amp; variety of responsibilities. Moderate to good ensemble awareness &amp; individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
	<i>Fundamental skills are supported by some physical development.</i>						DEMONSTRATION OF PHYSICAL DEVELOPMENT & TRAINING IN SUPPORT OF THE CONTENT	<i>A good range of Intermediate skills are supported by moderate to good physical development.</i>					
	<b>Some</b> 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.				<b>Moderate</b> physical development in support of <b>int.</b> skills, which <b>may vary</b> between sections & aspects of training.			<b>Good</b> physical development in support of <b>int.</b> skills is established across all training aspects. This <b>may vary</b> between sections.		
	<i>Individuals understand &amp; achieve simple sequences, starts, stops, changes of direction &amp; simple body shaping.</i>						INDIVIDUAL ACHIEVEMENT OF THE VISUAL VOCABULARY	<i>Individuals understand &amp; achieve a good range of MV &amp; EQ principles, a moderate variety of tempos, step sizes, phrase lengths, changes of direction, some body shaping &amp; layering of responsibilities.</i>					
	<b>Basic</b> achievement of the most <b>fund.</b> alignment, rhythm & traveling principles & vocabulary is emerging.			<b>Moderate</b> achievement of <b>fund.</b> alignment/shape, rhythm & traveling/pathway principles & vocabulary is established but <b>may vary</b> .				<b>Moderate</b> achievement of <b>int.</b> skills is emerging but <b>may vary</b> .			<b>Good</b> achievement of <b>int.</b> skills is established but <b>may vary</b> .		
	<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>						ENSEMBLE AWARENESS & FORM CONTROL	<i>Good awareness &amp; orientation in moderate time, space/form, body &amp; EQ responsibilities. Articulations &amp; pathways are mostly consistent.</i>					
	<b>Fund.</b> awareness of time, space & form is emerging but varies between responsibilities & sections over time.			<b>Moderate</b> awareness & achievement of <b>fund.</b> ensemble time, space, path & orientation in form, body & EQ is established but <b>may vary</b> .				<b>Moderate</b> awareness & achievement of <b>int.</b> orientation & control is emerging but <b>may vary</b> .			<b>Good</b> awareness & achievement of <b>int.</b> orientation & control is established but <b>may vary</b> .		
	<i>Basic concentration &amp; stamina; frequent distractions with rare recoveries.</i>						CONCENTRATION / FOCUS, STAMINA & RECOVERY	<i>Moderate to good concentration &amp; stamina; occasional distractions with some recoveries.</i>					
	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. Moderately</b> sufficient stamina. <b>Occasional &amp; moderately successful</b> recovery attempts.				Established <b>good</b> concentration w/ <b>occasional breaks. Moderately</b> sufficient stamina. <b>Frequent &amp; moderately successful</b> recoveries.			Established <b>good</b> concentration w/ <b>occasional minor breaks. Good</b> stamina. Recoveries are <b>usually applied</b> with <b>good</b> success.		