

# visual

## marching percussion ensembles

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and the degree of achievement demonstrated by the performers over time.

### composition

- Orchestration
  - Elements of Design
  - Principles of Design
  - Motion & Movement
  - Creativity
- Interpretation of the Audio
- Clarity of Intent
- Simultaneous Responsibilities

score

100

### performance quality

- Accuracy
- Movement
- Presence
- Uniformity
- Ensemble Cohesiveness

score

100



# visual

Credit the realization of compositional and performance excellence displayed by the members of the ensemble, both collectively and individually. Consider the orchestrational devices utilized, vocabulary exhibited, layered responsibilities presented, and degree of achievement demonstrated by the performers over time.

## composition

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Concepts
- Open Class**  
Intermediate Concepts
- World Class**  
Advanced Concepts

**Orchestration (Horizontal & Vertical):** The arrangement and coordination of visual devices, both through time and in any one moment of time.

**Elements of Design:** The purposeful use of line, shape, form, space, color, and texture within the program.

**Principles of Design:** The purposeful use of balance, contrast, emphasis, unity, proportion, and variety within the program.

**Motion & Movement:** The purposeful use of movement, timing, choreography, and motion within the program.

**Creativity:** The originality, uniqueness, and imagination infused into the composition.

**Interpretation of the Audio:** The purposeful marriage of the visual and audio composition.

**Clarity of Intent:** The presentation of the compositional elements in a clear, accessible, and intelligible manner.

**Simultaneous Responsibilities:** The layering of responsibilities placed upon the performers.

	BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently
<i>Numerical Range</i>	0 to 49	50 to 59	60 to 79	80 to 89	90 to 100
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply

## performance

*who had the greater understanding/achievement as it relates to...*

- Class A**  
Basic Skills
- Open Class**  
Intermediate Skills
- World Class**  
Advanced Skills

**Accuracy:** The ability of the performers to clearly present the composition through precision, detail, and finesse.

**Movement:** The performers' application of movement principles and application of expressive range through varied efforts.

**Presence:** The poise, carriage, and expressive qualities of the performers used to elevate the written program beyond technical accuracy.

**Uniformity:** The consistent presentation of technique, style, and characterization from performer to performer.

**Ensemble Cohesiveness:** The ability of the ensemble to establish and maintain control and stability, including adaptation and recovery if necessary.

### SUB-CAPTION SPREADS

Very Comparable	Minor Differences	Definitive Differences	Significant Differences
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 and higher percentage points

