

# Percussion Visual

## Marching Percussion Ensembles

*Credit the visual design, the reflection of the music and the performance of the ensemble.  
The music must always drive the visual.*



### Composition

Quality of Orchestration  
 Visual Musicality  
 Clarity of Intent  
 Staging  
 Creativity/Variety  
 Attention to Detail  
 Unity of Elements  
 Simultaneous Responsibility

SCORE

100

### Performance Quality

Ensemble Control  
 Accuracy  
 Recovery  
 Uniformity  
 Articulation of Body/Equipment  
 Adherence to Style/Role  
 Presence

SCORE

100

JUDGE SIGNATURE \_\_\_\_\_

Achievement is the end product of what the performers are given and how well they communicate those responsibilities.

# Composition

<p><b>Class A</b> Basic Concepts</p> <p><b>Open Class</b> Intermediate Concepts</p> <p><b>World Class</b> Advanced Concepts</p>	<p><b>Who had the greater understanding as it relates to...</b></p> <p><b>Quality of Orchestration:</b> Horizontal – The logical progression of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The layering or combination of design choices to enhance the intent and unity of the audio/visual composition.</p> <p><b>Visual Musicality:</b> The visual representation and enhancement of all aspects of the musical program.</p> <p><b>Clarity of Intent:</b> The ability of the designer to make the compositional intent clear.</p> <p><b>Staging:</b> The proper placement of the elements to present the audio/visual.</p> <p><b>Creativity/Variety:</b> The uniqueness and freshness of the visual program.</p> <p><b>Attention to Detail:</b> Deliberate consideration of technical, logistical and expressive subtleties.</p> <p><b>Unity of Elements:</b> The purposeful agreement among the elements of design.</p> <p><b>Simultaneous Responsibility:</b> The combination of musical and visual responsibilities.</p>	<p><b>Class A &amp; Open Class</b> Readiness for next class</p> <p><b>World Class</b> Sets New Standards</p>
---	--	--

	Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<i>Descriptors</i>	Never	Rarely	Sometimes	Frequently	Consistently	
<b>Numerical Range</b>	<b>0 to 49</b>	<b>50 to 59</b>	<b>60 to 79</b>	<b>80 to 89</b>	<b>90 to 96</b>	<b>97 to 100</b>
<i>Learning Steps</i>	Experience	Discover	Know	Understand	Apply	

# Performance

<p><b>Class A</b> Basic Skills</p> <p><b>Open Class</b> Intermediate Skills</p> <p><b>World Class</b> Advanced Skills</p>	<p><b>Who had the greater achievement as it relates to...</b></p> <p><b>Ensemble Control:</b> The ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line.</p> <p><b>Accuracy:</b> The degree of precision relative to the quality of the performance.</p> <p><b>Recovery:</b> The timely and appropriate adjustment to inconsistencies in the presentation.</p> <p><b>Uniformity:</b> The consistent manor of approach (Ensemble).</p> <p><b>Articulation of Body/Equipment:</b> The clear distinct and uniform approach to the use of body and equipment (Individual).</p> <p><b>Adherence to Style/Role:</b> The consistent application of a chosen style or role.</p> <p><b>Presence:</b> The ability of the performers to elevate the written program beyond technical accuracy.</p>	<p><b>Class A &amp; Open Class</b> Readiness for next class</p> <p><b>World Class</b> Sets New Standards</p>
---	--	--

Sub Caption Spreads			
Very comparable	Minor Differences	Definitive Differences	Significant Difference
1 to 2 percentage points	3 to 4 percentage points	5 to 7 percentage points	8 & higher percentage points

PERCUSSION ENSEMBLE  
Visual