



## INDIVIDUAL VISUAL

*Credit the range and variety of the vocabulary, and the training/achievement of the technical and expressive skills.*

<b>VOCABULARY</b> <i>CONSIDER WHOSE VOCABULARY OFFERS GREATER</i> <ul style="list-style-type: none"> <li>•Range and Variety of all movements</li> <li>•Impact upon the body, especially while playing or manipulating equipment</li> <li>•Variations in spacing responsibilities</li> <li>•Variations in orientation</li> <li>•Variations in tempo, meter and pulse</li> <li>•Expressive range through dynamic efforts of space, time, weight, and flow</li> </ul>					<b>SCORE (OUT OF 100):</b>
<b>EXCELLENCE</b> <i>CONSIDER WHOSE PERFORMERS DEMONSTRATE GREATER</i> <ul style="list-style-type: none"> <li>•Understanding of the principles of movement</li> <li>•Achievement of spacing, line, timing, and orientation</li> <li>•Control of visual pulse</li> <li>•Training, including concentration, stamina, and recovery</li> <li>•Achievement of dynamic gradations and effort changes</li> <li>•Adherence to a chosen style of movement</li> <li>•Understanding of Roles/Poise</li> </ul>					<b>SCORE (OUT OF 100):</b>
Not Met <b>WEAK</b> <i>0 to 39</i>	Occasionally <b>FAIR</b> <i>40 to 49</i>	Sometimes <b>GOOD</b> <i>50 to 69</i>	Frequently <b>EXCELLENT</b> <i>70 to 89</i>	Always <b>SUPERIOR</b> <i>90 to 100</i>	<b>TOTAL SCORE (OUT OF 200):</b>
<b>Sub-Caption spread guidelines</b>	<b>VERY comparable:</b> 1-3 tenths	<b>MINOR differences:</b> 4-6 tenths	<b>DEFINITIVE differences:</b> 7-9 tenths	<b>SIGNIFICANT differences:</b> 1+ point	

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5
0-39	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	<i>Emerging</i>	<i>Realizing</i>	<i>Fulfilling</i>	90-100
	40-43	44-46	47-49	50-55	56-64	65-69	70-75	76-84	85-89	

COMPOSITION	EXCELLENCE
<p><b>BOX 1:</b> The criteria are <i>NOT MET</i> satisfactorily. The visual design has little unity or relationship to the music.</p> <p><b>BOX 2:</b> The ensemble <i>OCCASIONALLY</i> demonstrates understanding of the criteria. Design elements are singly presented. Incomplete presentation may limit scoring potential.</p> <p><b>BOX 3:</b> The ensemble <i>SOMETIMES</i> demonstrates understanding of the criteria. The composition shows an understanding of unity and creates a pleasing whole. The variety and through-line of the program may be undeveloped or in progress, but basic design ideas are clear.</p> <p><b>BOX 4:</b> The criteria is <i>FREQUENTLY</i> met with few breaks in quality. The composition flows from idea to idea with ease, and shows a clear sense of planning and development through time. Higher-level concepts may be still developing or incomplete.</p> <p><b>BOX 5:</b> The ensemble <i>ALWAYS</i> demonstrates a clear and complete understanding of the criteria. The program develops through time with clarity, continuity and artistry.</p>	<p><b>BOX 1:</b> The criteria is <i>NOT MET</i>. Performers are unaware of the skills required by the visual design. Breaks are constant.</p> <p><b>BOX 2:</b> The criteria is <i>OCCASIONALLY</i> met. Performers show an occasional understanding of the appropriate skill sets, but breaks in technique are frequent. Responsibilities may be limited or incomplete.</p> <p><b>BOX 3:</b> The criteria is <i>SOMETIMES</i> met. Performers show an understanding of the appropriate skill sets, but lapses in quality during demanding passages may mar the effect of the performance. The set of responsibilities is wide, but is handled with mixed success.</p> <p><b>BOX 4:</b> The criteria is <i>FREQUENTLY</i> met with few breaks in quality. Performers frequently demonstrate a clear understanding of style, and recovery is fast. Effort changes are handled with a greater degree of success and maturity.</p> <p><b>BOX 5:</b> The criteria are <i>ALWAYS</i> met with little/no detectable break in quality. Performers move through space with clarity and ease, while demonstrating a clear adherence to style through a wide variety of skill sets and effort qualities.</p>

**Emerging-** the ensemble portrays criteria within this box most of the time, and occasionally portrays characteristics of the box below.

**Realizing-** the ensemble portrays criteria within this box the vast majority of the time.

**Fulfilling-** the ensemble portrays criteria within this box most of the time, and occasionally portrays characteristics of the box above.