



# Visual Individual

Evaluate the skill of all the performers through their Individual Achievement.  
View and consider all sections of the team: winds, brass, percussion, and guard.

Measure the ability to perform the challenges not only of the visual but also in combination with their musical responsibilities

Refer to Key Components --- Points of Emphasis: Visual Individual

Never	Box 2 Infrequently				Box 3 Sometimes				Box 4 Usually				Box 5 Continually	
0	30	37	43	50	57	63	70	77	83	90	100			
0	60	74	87	100	114	126	140	154	166	180	200			

## Considerations in Content/Challenges

- Offers a variety of skills & techniques in body, form, and equipment
- Offers variety in proximity and relationship to others
- Displays a range of listening and visual challenges
- Offers a variety of dynamics and expressive range of movement
- Displays range of challenges through meter, pulse, and tempo
- Displays range of material most compatible with performer training

## Considerations in Achievement

- Displays clearly defined and refined style(s) of choice
- Displays clearly defined footwork for any and all situations
- Displays understanding of principles of movement
- Displays clearly defined expressive qualities
- Offers poise and confidence with an understanding of recovery
- Displays an understanding of their overall performance environment
- Displays consistent technique, training, concentration, and stamina

## *Visual Individual—Key Components—Points of Emphasis*

- Complexity and variety of skills
- Demonstration of technique fundamentals
- Individual alignment/carriage
- Clearly defined body
- Demonstration of dynamics and expressive range of movement
- Environmental challenges and their achievement

**Key components:** focus is on individuals: sample across all sections, balance sampling between color guard and instrumentalists, clear training and consistency, compatibility between training and challenge, range of skills, environmental challenges (listening and visibility)

**Emphasis points:** speak to the overall range of challenges and achievement – who demonstrated more, for longer, and in the most settings? – challenges most compatible with training, ability to recover

<b>LOWER Third</b> <u>Emerging</u>	<b>MIDDLE Third</b> <u>Realizing</u>	<b>UPPER Third</b> <u>Fulfillment</u>
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<p>The lower third of any box placement provides a bridge between the previous box and the next higher level of placement. CBA allows for movement into the next box when meeting one or two of the higher components.</p> <p>Group meets all of the criteria from the box below and some of the current box criteria, some of the time.</p> <p style="text-align: center;"><b><u>Emerging</u></b></p>	<p>The middle third of the box is for units that display most of components of the box itself. They might lean in the direction of the adjacent box, either above or below Fulfilling or Emerging.</p> <p>Group meets most of the criteria, most of the time.</p> <p style="text-align: center;"><b><u>Realizing</u></b></p>	<p>The upper third of the box is for units who display all the components of the box itself. They have “realized” all the components of the current box and are approaching, Emerging, some levels of the next box.</p> <p>Group meets all of the criteria, all of the time and some of the next box some of the time as they move higher.</p> <p style="text-align: center;"><b><u>Fulfilling</u></b></p>
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	Criteria met	BOX 2	BOX 3	BOX 4	Box 5
		<i>Infrequently</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Continually</i>
<b>EMERGING</b>	Some/some		50----56	70----76	90---93
<b>REALIZING</b>	Most/most	37----42	57----62	77----82	94---96
<b>FULFILLING</b>	All/all	43----49	63----69	83----89	97--100

*There are no solid line boundaries between box thirds nor the boxes themselves*