



Visual Ensemble

Evaluate the skill of the writing team through the composing process. Evaluate the skill of all the performers through their Achievement. 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 Ensemble

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 Composition

- Displays an integrated, logical, and unified development over time
- Establishes clear design intention and consistently follows its own rules
- Shows creativity or originality and/or variety of design and responsibilities
- Demonstrates a display of elements of design offering detail and nuance
- Offers a variety of challenges to the performer
- Develops and presents musicality in form and/or body and/or equipment
- Displays auxiliary in a complimentary and integrated manner

Considerations in Achievement

- Displays overall achievement in form and/or body and/or equipment
- Displays stylistic precision as part of their achievement
- Offers a clear understanding that they are well trained
- Delivers an achievement of expressive opportunities
- Displays understanding of spatial awareness
- Displays a compatibility between their challenges and achievement
- Shows a range of achievement skills in the auxiliary

Visual Ensemble—Key Components—Points of Emphasis

- Logical development over time
- Musical interpretation, phrasing, nuances
- Variety in design responsibilities
- Clarity of emphasis and intent
- Use of stage, color, and props in design
- Demonstration of dynamics and expressive range of movement

Key components: focus is on ensemble: speak to designed plan and achievement across all sections, clear training and consistency, compatibility between training and challenge, range of design choices, logical evolution from moment to moment (developments versus transitions), balance achievement comments with design choices, do I see the musical voices at the right moments?

Emphasis points: unity (do all the pieces and parts make sense as a whole), relationship to the music (literal, nonliteral, choice of the design), members understand and show you “who they are” within the rules of the designed intention, do I see the musical voices at the right moments and emphasized locations?

LOWER Third <u>Emerging</u>	MIDDLE Third <u>Realizing</u>	UPPER Third <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;"><u>Emerging</u></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;"><u>Realizing</u></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;"><u>Fulfilling</u></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>
EMERGING	Some/some		50---56	70---76	90---93
REALIZING	Most/most	37---42	57---62	77---82	94---96
FULFILLING	All/all	43---49	63---69	83---89	97--100

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