



VISUAL PERFORMANCE (INDIVIDUAL)

This system is a means to encourage and reward excellence in design and performance while providing a vehicle that will educate in such a way that all bands will grow to understand and evolve to the greatest level of their potential.

NESBA "CLASS NORM" – EACH CLASS IS INDEPENDENTLY ADJUDICATED

VOCABULARY (WHAT): FORM, BODY & EQUIPMENT

EVALUATE THE VARIETY OF INDIVIDUAL RESPONSIBILITIES IN FORM, BODY, & EQUIPMENT.

- APPROPRIATE VOCABULARY & REPERTOIRE IN RELATION TO THE PERFORMERS ABILITY
- RANGE OF ARTISTIC EXPRESSION
- RANGE OF FORM & ORIENTATION
- RANGE OF METER & TEMPO
- SIMULTANEOUS RESPONSIBILITIES

ACHIEVEMENT (HOW): FORM, BODY & EQUIPMENT

EVALUATE THE INDIVIDUAL ACHIEVEMENT OF THE PERFORMERS THROUGH THEIR VISUAL AND SIMULTANEOUS RESPONSIBILITIES.

- CONTROL OF EXPRESSION, STYLE, & TECHNIQUE
- CONTROL OF METER & TEMPO
- DEMONSTRATION OF FUNDAMENTALS OF CHOSEN TECHNIQUE
- HANDLING SIMULTANEOUS RESPONSIBILITIES
- RECOVERY
- SPACING & ALIGNMENT OF FORM IN SMALL SEGMENTS

EARLY SEASON BOX RANGE

BOX NUMBER	BOX 1	BOX 2	BOX 3	BOX 4	BOX 5
DESCRIPTORS	RARELY	INFREQUENTLY	SOMETIMES	FREQUENTLY	CONSISTENTLY
NUMERICAL RANGE	50****55****59	60****65****70	71****75****79	80****85****89	90****95****100
LEARNING STEPS	INITIATING	EMERGING	DEVELOPING	ACHIEVING	EXCELLING

SCORE

100

SCORE

100

SUB-CAPTION SPREADS

VERY COMPARABLE	MINOR DIFFERENCES	DEFINITIVE DIFFERENCES	SIGNIFICANT DIFFERENCES
1 TO 2 TENTHS	3 TO 4 TENTHS	5 TO 7 TENTHS	8 OR MORE TENTHS



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JUDGES ARE TO CONSIDER THE RANGE OF SKILLS BEING EXPLORED, AS WELL AS THE SUCCESSFUL ACHIEVEMENT OF THOSE SKILLS, BY INDIVIDUALS AND SMALL GROUPS, WITHIN THE ENSEMBLE.

Repertoire (the WHAT) Form, Body & Equipment:

- APPROPRIATE VOCABULARY & REPERTOIRE IN RELATION TO THE PERFORMERS ABILITY – To what degree does the written program provide an appropriate vehicle for the success and education of the performers?
- RANGE OF ARTISTIC EXPRESSION – To what extent does the written program explore dynamic options of Space, Weight, Time and Flow, along with any “Character” responsibilities?
- RANGE OF FORM & ORIENTATION - To what degree does the written program explore individual responsibilities within the development of form and staging?
- RANGE OF METER & TEMPO –To what extent does the written program contain a variety of meters, pulses, and tempi?
- SIMULTANEOUS RESPONSIBILITIES - To what degree does the written program explore the combination of musical, equipment and/or visual responsibilities?

Performance (the HOW) Form, Body & Equipment:

- CONTROL OF EXPRESSION & STYLE - To what extent does the individual performer achieve a uniform approach to dynamic skills of Space, Weight, Time and Flow, along with any “Character” responsibilities?
- CONTROL OF METER & TEMPO – To what degree do the individual performers achieve accuracy with respect to timing of feet, equipment and/or choreography?
- DEMONSTRATION OF FUNDAMENTALS OF CHOSEN TECHNIQUE – To what extent does the individual performer display a clear, distinct, and consistent approach to marching and/or movement?
- HANDLING OF SIMULTANEOUS RESPONSIBILITIES - To what degree do the individual performers achieve the layering of all demands – motion/travel/body with music and choreography?
- RECOVERY- To what extent does the individual performer demonstrate timely and appropriate adjustments to inconsistencies in the presentation?
- SPACING & ALIGNMENT OF FORM IN SMALL SEGMENTS – To what degree do the performers (individual/small groups) control form, drill, and staging responsibilities?