



**MBA/MHSAA
STATE MARCHING CHAMPIONSHIPS
Marching -Visual Performance**

School _____ Date _____

Director _____ Class _____

Evaluate the entire ensemble based on each of the captions below based on criterion reference. Visual Performance is how we evaluate what is being performed while simultaneously evaluating how it is being performed. Since we judge achievement, we must understand that the construction and content of a program, in combination with the quality of the performance being demonstrated, will determine the achievement level. It is impossible to consider one of these elements without considering the other.

COMPOSITION

Quality of Orchestration
Visual Musicality
Unity of Elements
Simultaneous Responsibilities

100 Points

Point Breakdown	0 – 49 Fair	50 – 64 Good	65 – 79 Excellent	80 – 89 Superior	90 – 100 Superior
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EXCELLENCE

Ensemble Control
Articulation of Body/Equipment
Uniformity
Recovery

100 Points

Point Breakdown	0 – 49 Fair	50 – 64 Good	65 – 79 Excellent	80 – 89 Superior	90 – 100 Superior
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Total Point Breakdown	0 – 99 Fair	100 – 129 Good	130 – 159 Excellent	160 – 179 Superior	180 – 200 Superior
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TOTAL 200 Points

(Adjudicator's Signature)



**Mississippi Bandmasters
Marching-Visual Performance**

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

	C O M P O S I T I O N	<p>Who had the greater achievement as it relates to...</p> <p>Quality of Orchestration: “Horizontal – The <i>logical progression</i> of design ideas to enhance the intent and unity of the audio/visual composition. Vertical – The <i>layering or combination</i> of design choices to enhance the intent and unity of the audio/visual composition.”</p> <p>Visual Musicality: “The visual representation and enhancement of all aspects of the musical program.”</p> <p>Unity: “The purposeful agreement among the elements of design.”</p> <p>Simultaneous Responsibility: “The combination of visual responsibilities layered upon the musical responsibilities required of the performers.”</p>											
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Box 1</td> <td style="width: 20%; text-align: center;">Box 2</td> <td style="width: 20%; text-align: center;">Box 3</td> <td style="width: 20%; text-align: center;">Box 4</td> <td style="width: 20%; text-align: center;">Box 5</td> </tr> </table>	Box 1	Box 2	Box 3	Box 4	Box 5						
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Descriptors		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Never</td> <td style="width: 20%; text-align: center;">Rarely</td> <td style="width: 20%; text-align: center;">Sometimes</td> <td style="width: 20%; text-align: center;">Frequently</td> <td style="width: 20%; text-align: center;">Consistently</td> </tr> </table>	Never	Rarely	Sometimes	Frequently	Consistently						
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Numerical Range		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">0</td> <td style="width: 20%; text-align: center;">49</td> <td style="width: 20%; text-align: center;">50</td> <td style="width: 20%; text-align: center;">64</td> <td style="width: 20%; text-align: center;">65</td> <td style="width: 20%; text-align: center;">79</td> <td style="width: 20%; text-align: center;">80</td> <td style="width: 20%; text-align: center;">89</td> <td style="width: 20%; text-align: center;">90</td> <td style="width: 20%; text-align: center;">100</td> </tr> </table>	0	49	50	64	65	79	80	89	90	100	
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Learning Steps		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Experience</td> <td style="width: 20%; text-align: center;">Discover</td> <td style="width: 20%; text-align: center;">Know</td> <td style="width: 20%; text-align: center;">Understand</td> <td style="width: 20%; text-align: center;">Apply</td> </tr> </table>	Experience	Discover	Know	Understand	Apply						
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	E X C E L L E N C E	<p>Who had the greater understanding as it relates to...</p> <p>Ensemble Control: “The ability of the ensemble to maintain accuracy, clarity, and control with respect to space, time, and line.”</p> <p>Articulation of Body /Equipment: “The clear, distinct, and uniform approach to the use of body and equipment by the individuals.”</p> <p>Uniformity: “The consistent manner of approach by the ensemble.”</p> <p>Recovery: “The timely and appropriate adjustment to inconsistencies in the presentation.”</p>											
Sub-Caption Spreads		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1 — 2</td> <td style="width: 25%; text-align: center;">3 — 4</td> <td style="width: 25%; text-align: center;">5 — 7</td> <td style="width: 25%; text-align: center;">8 & Up</td> </tr> </table>	1 — 2	3 — 4	5 — 7	8 & Up							
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