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## VISUAL INDIVIDUAL



Evaluate the skill of all the performers through their Individual Achievement. Measure the ability to perform the responsibilities not only of the visual but also in combination with their musical responsibilities.

|   | Achievement |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |
|---|-------------|--|----|------|------------------------|-----|---|-----|------|-----------------|----|----------------------|--|--------|-----|--------------------------|-----|
| • Demo<br>funda<br>• Clarit<br>• Clearl<br>princi<br>• Indivi | •           | uniformity in technique Complexity and Variety of Skills Poise in movement and equipment |    |      |                        | •   | <ul> <li>Variety of responsibilities</li> <li>Control of form and space</li> <li>Precise</li> <li>the ch</li> </ul> |     |      |                 |    | ision wi<br>challeng | Changes<br>ion with respect to<br>allenge<br>Control |        |     |                          |     |
| Poor Fair   |             |  |    | Good |                        |     |   |     | High |                 |    |                      |  | Always |     |                          |     |
| Box 1 Box2 Never Basic  |             |  |    |      | <b>Box3</b><br>Average |     |   |     |      | Box 4 Excellent |    |                      |  |        |     | <b>Box 5</b><br>Superior |     |
|   |             |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |
| 0   | 30<br>I     | 37 40  | 43 | 50   |                        | 56  | 60  | 64  |      | 70              | 7  | 7 I<br>80            | 83   |        | 90  |                          | 100 |
| 0   | 60 74       |  | 87 | 100  |                        | 113 | I   | 127 |      | 140             | 15 |                      | 166  | •      | 180 |                          | 200 |
|   |             | 80   | )  |      |                        |     | 120   |     |      |                 |    | 160                  | )  |        |     |                          |     |
| Unit  |             |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |
| What (100)  |             |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |
| How (100)   |             |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |
| Total (200)   |             |  |    |      |                        |     |   |     |      |                 |    |                      |  |        |     |                          |     |

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## VISUAL INDIVIDUAL

|   | Poor<br><b>Box 1</b><br>Never | Fair<br><b>Box2</b><br>Basic |    |    | Good<br><b>Box3</b><br>Average |     |   |               | High<br><b>Box 4</b><br>Excellent |       |     |     | Always<br><b>Box 5</b><br>Superior |     |     |     |
|---|-------------------------------|------------------------------|----|----|--------------------------------|-----|---|---------------|-----------------------------------|-------|-----|-----|------------------------------------|-----|-----|-----|
|   | )                             | 30                           | 3: | 7  | 43                             | 50  |   | <u></u><br>56 | 1 6                               | 4 70  | )   | 77  | 1 8:                               | 3   | 90  | 100 |
|   |                               |                              |    | 40 |                                | 100 |   |               | 60                                |       |     |     | 80                                 |     |     |     |
| C |                               | 60<br>                       | 74 | 80 | 87                             | 100 | 1 | 13            | 120                               | 27 14 | o : | 154 | 160<br>160                         | 6 : | 180 | 200 |

| Considerations in Technique and Training   | Considerations in Achievement                                    |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Displays clearly defined and refined style of choice   | Displays achievement in space and line                           |  |  |  |  |  |  |
| Displays carefully defined footwork for any and all situations   | Offers a clarity of articulation with all auxiliary equipment    |  |  |  |  |  |  |
| Displays principles of movement  | <ul> <li>Displays a range of effort changes</li> </ul>           |  |  |  |  |  |  |
| Shows clearly defined expressive qualities   | <ul> <li>Displays control over their responsibilities</li> </ul> |  |  |  |  |  |  |
| Offers poise and assuredness with an understanding of recovery   | <ul> <li>Delivers a high level of precision</li> </ul>           |  |  |  |  |  |  |
| <ul> <li>Offers clearly defined technique and training through auxiliary equipment and body</li> </ul> | Displays an understanding of their responsibilities              |  |  |  |  |  |  |
| Displays an understanding of their overall environment of performance                                  |  |  |  |  |  |  |  |