



INDIVIDUAL VISUAL

CREDIT the Vocabulary, range, and variety of the responsibilities of the performer over time.

CREDIT the Achievement compared to other ensembles in the appropriate tiers.

VOCABULARY: Includes Form, Body, and Equipment

- The range and variety of responsibilities
- The environmental issues created by the music and the layering of responsibilities
- The variation in spacing, form responsibilities, and equipment techniques
- The variations in orientation
- The musical challenges such as tempo and metric variations
- The expressive and dynamic qualities, and the range of these responsibilities

SCORE 100

ACHIEVEMENT: Consider “the what (content)” and “how well they do their content”

- The understanding of the principles of movement, control of center, initiation, termination, etc.
- The spacing, line, bounding line, time, and orientation
- The control of pulse and meter variation
- The control of body while playing and manipulating equipment
- The understanding of dynamic effort qualities
- The equipment articulation through control of pathways and timing
- The various characteristics, if any, that may be present because of specialized role(s)
- The compatibility between content and training, including the ability to recover

SCORE 100

BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
Seldom Experiences (WEAK)	Rarely Discovers (FAIR)			Sometimes Knows (GOOD)			Frequently Understands (EXCELLENT)			Consistently Applies (SUPERIOR)		
42	46	49	52	57	64	71	77	84	91	95	97	99
40-44	45-47	48-50	51-54	55-60	61-67	68-74	75-80	81-87	88-94	95-96	97-98	99-100
SUB CAPTION SPREAD GUIDELINES												
Very Comparable			Minor Differences			Definitive Differences			Significant Differences			
1 to 2 tenths			3 to 4 tenths			5 to 9 tenths			10 or more tenths			

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FFCC Outdoor classifies its member and visiting bands by the size of the band. All bands will have an equitable opportunity to fulfill the descriptions within the delineated system utilized by FFCC Outdoor.

VOCABULARY

*Credit the sum of responsibilities over time, considering the depth, variety, and range of responsibilities.
Breadth and depth occur within form, body, and equipment in winds, percussion, and guard.
Ensembles may focus their vocabulary differently. Adjudicators consider the sum over time.*

40 – 44 The Vocabulary seldom demonstrates a range over time. This is a limited scoring range.

45 – 54 The Vocabulary infrequently or sporadically creates a range over time. An incomplete program may be a factor.

55 – 74 The Vocabulary sometimes offers breadth and depth. There are likely brief weak moments, perhaps around developments, transitions, or incomplete work. As always, consider the sum events in the comparative process in any part of all scoring ranges.

75 – 94 The Vocabulary frequently displays significant depth and breadth, considering all facets --- winds, percussion, and guard, There are few areas without a sum of good contributions to depth and range and variety.

95 – 100 The Vocabulary consistently demonstrates superior responsibilities. Variety is substantial, in the responsibilities of all facets, and there is a presence of substantial challenges from the music and other environmental challenges. The ensembles in this category approach the paradigms of FFCC Outdoor. Again, as always consider the sum of responsibilities over time.

ACHIEVEMENT

*In Achievement, consider the challenges given to the performers. Total precision and uniformity are not the basis of the caption.
As always, consider the sum of the achievement of all responsibilities over time.
Consider “the what (content)” and “how well they do their content.”*

40 – 44 The performers seldom fulfill their responsibilities. Adjudicators are requested to be careful of their choice of description with ensembles in this area. Students may be novices and the resources of the ensembles may not be able to provide all of the support and training.

45 – 54 Performers rarely or infrequently seem to be able to achieve many or most of their responsibilities. There may be moments when student do achieve, though those may be moments of narrow range or a repetitious range of materials. There is likely uncertain control of form, body variations, and equipment. Performers could be lacking in understanding of the music or the technique. Some areas may be under-rehearsed.

55 – 74 Performers sometimes achieve their responsibilities. In the lower area of this scoring range, lapses can cause widely varying results. In the middle range, sometimes there are good levels of achievement, even if the vocabulary is not broad, may be single dimensional, or becomes, at times, repetitive. In the upper part of this scoring range, the performers are not only aware of their responsibilities but also show an understanding of their challenges and meet those challenges much of the time.

75 – 94 Performers frequently demonstrate an excellent level of achievement of their visual responsibilities. In the lower third of this scoring range, performers have good depth of challenge but do not always demonstrate a fulfillment of those challenges. The breaks and problems present are only occasional. In the middle third of this range, the performers may struggle with areas of greater challenge and likely handle moderate challenges successfully. In the upper third of this scoring range, the combination of broad content over time and a mostly uniform level of success over time, with perhaps occasional problems is evident.

95 – 100 Performers consistently demonstrate a superior quality of achievement, excellence, and uniformity over time. Performers handle significant responsibilities when they occur with a level of training and technique that is superior. An occasional break does not distort the consistently high level of achievement over time or the success of the full set of performers. Ensembles in this category demonstrate an approach to the FFCC Outdoor standards.