

General Effect:

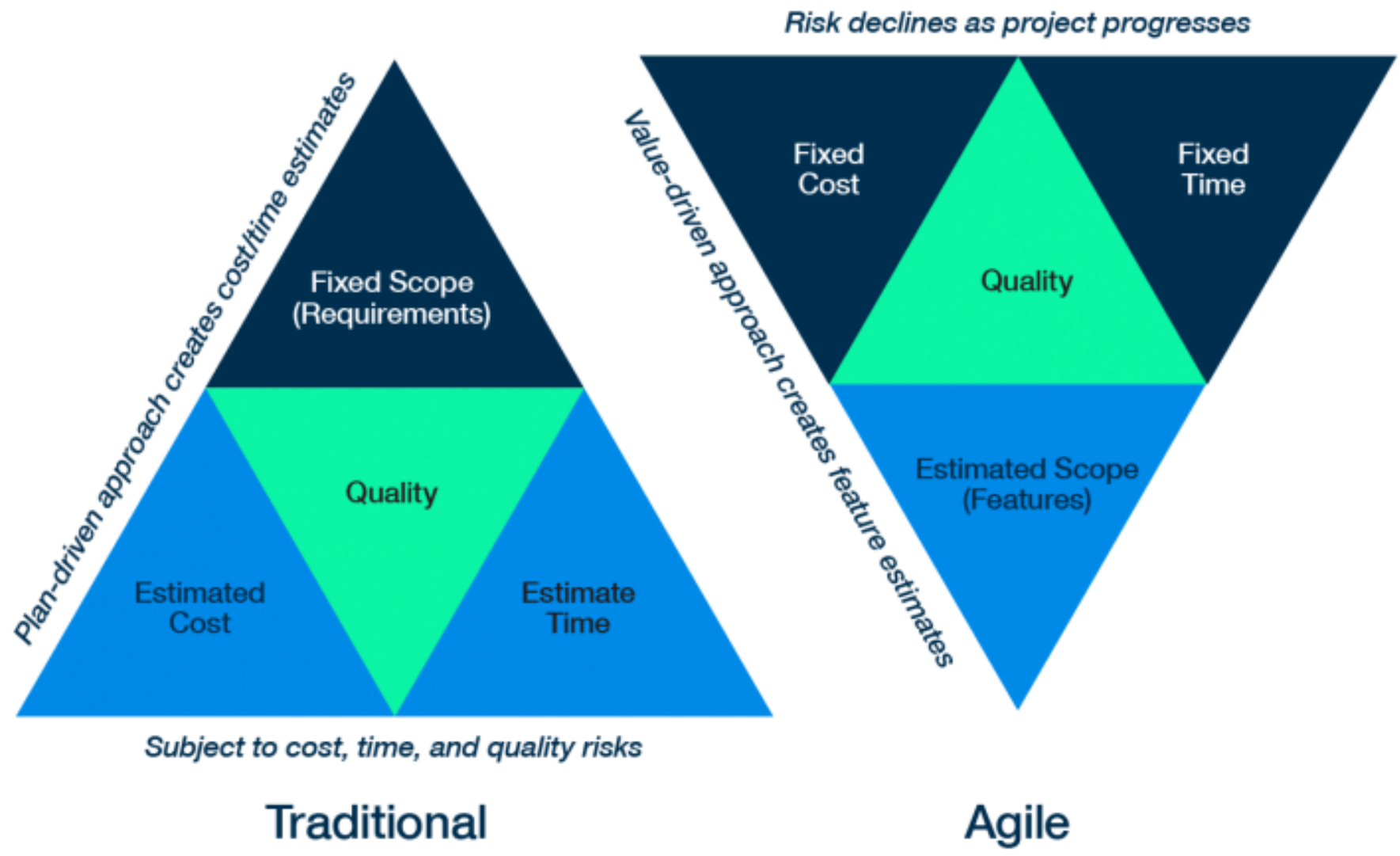
A Dual

Perspective

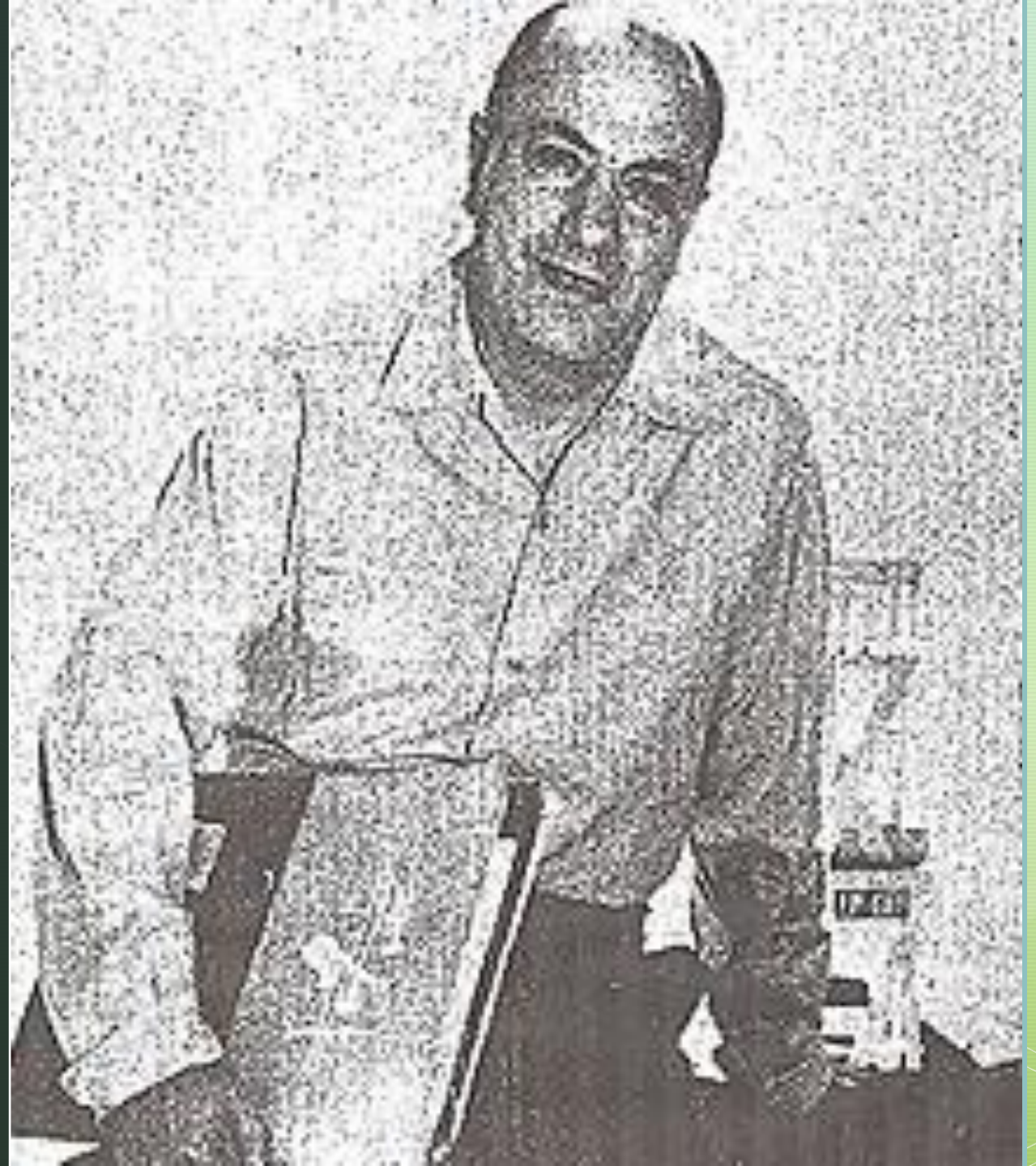
Michigan Competing Bands Association

2020 Spring Clinic

Presented by: William Chumley and David Starnes



From the Band Director Perspective





The Triad of General Effect
Whether a Designer or Adjudicator,
know what triggers you most!

➤ ***EMOTIONAL***

➤ ***INTELLECTUAL***

➤ ***AESTHETIC***





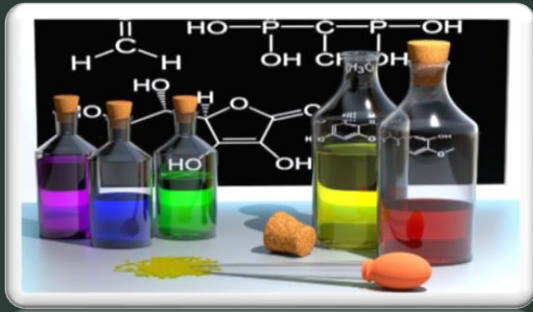
Interpreting the General Effect Sheet

The “What” = Repertoire

The “How” = Performance

But do we ever ask ourselves...

The “WHY?”



“What Elements Should I Consider When Programming a Show?”

- ✓ Creativity
- ✓ Pacing and Transition
- ✓ Coordination
- ✓ Staging
- ✓ Variety of Repertoire
- ✓ Entertainment
- ✓ Layers and Weight of Design

How does one “judge” ART?

Isn't CREATIVITY
a personal characteristic?

HOW do we measure someone
else's creativity?

WHAT classifies something
as art?

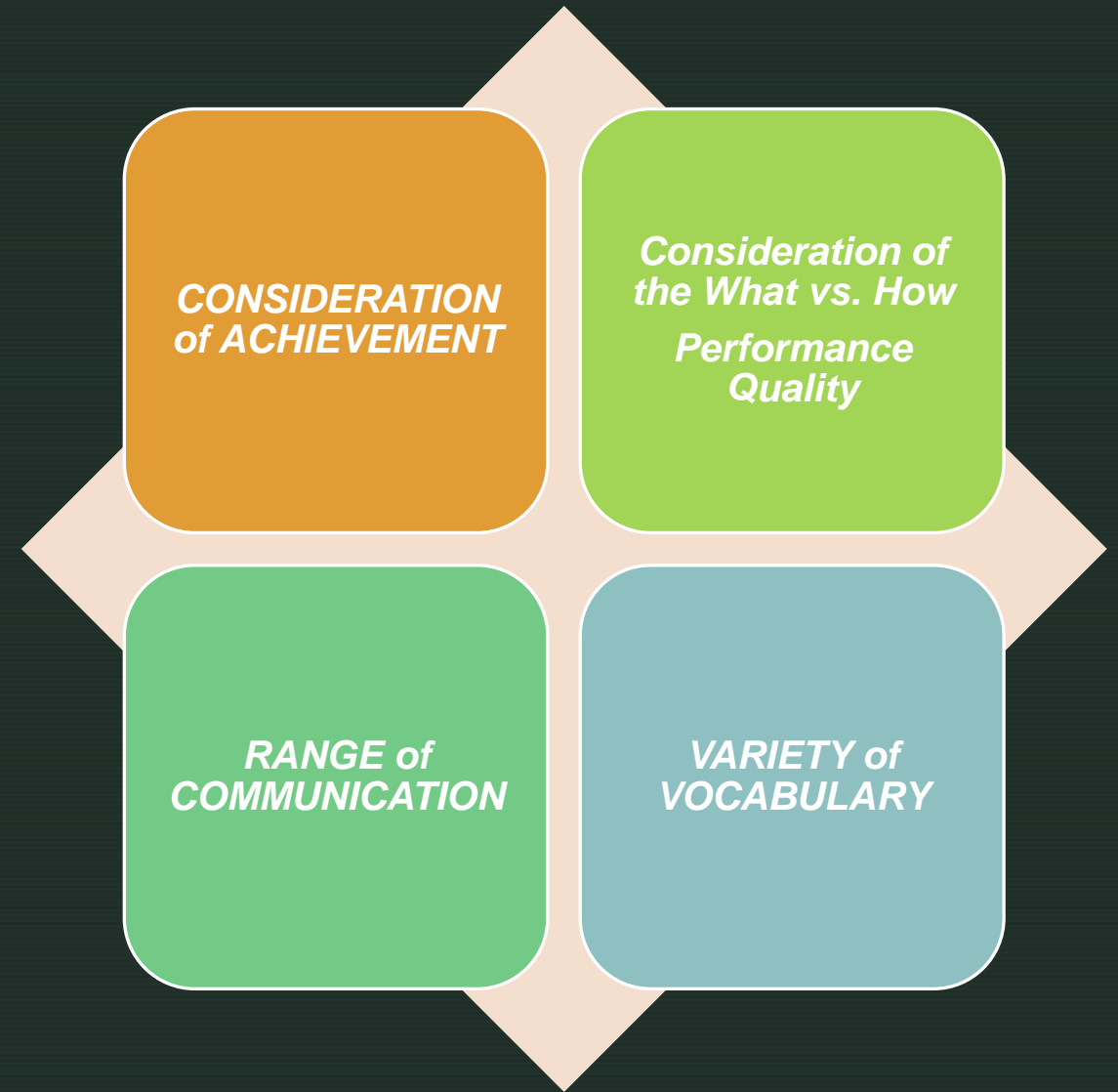
WHY does it affect "US"
but not "THEM"?



Recognizing Successful Components of **DESIGN**

- **Achievability** (Will the students grow BEYOND the technical?)
- **Accessibility** (Performer - Audience - Adjudicator)
- **Educational Journey** (Time + Process = Result)
- **Entertainment** (Allow the audience beyond the front sideline)
- ***“Intellectual Fun”*** (the “Ah-Ha” factor)

The Power of the Performers



“Do You Hear (and) See What I Hear?”

***Share *your* movie with the students and the audience**

***Create a logical, clear, and *engaging* design curve**

***K.I.S.S.**

***Don't over think it...
it's marching band!**



From the Judge Perspective



Evaluating the Product: *ENGAGEMENT!*

- Does the show demonstrate a clear sense of **PURPOSE**?
- Does offer clear and effective **COMMUNICATION**?
- **PACING**: Did it occur over 8-10 minutes or over 3 hours?
- **VARIETY**: Were you consistently engaged and constantly looking forward to the next “moment?”
- Does the musical/visual orchestration explore layers, sonorities, textures, while creating rhythmic and harmonic **INTRIGUE**?

“The Grandmother Concept”



Did I “*get it*” on the first read or would it take multiple viewings to fully understand the intent of the production?

Remember: ONE viewing ONE initial response

Complexity should not create inaccessibility!

Considerations for **EDUCATIONAL** Commentary



Do the effects generated satisfy the Triad of Effect



Did the design produce a coordinated effort between the Music and Visual components of the production?



Are the performers able to effectively communicate as a result of their music and visual mastery?



Does the audience (and YOU) respond appropriately when a desired effect or moment is successfully created?

Considerations for PROFESSIONAL Growth



Did I provide an educational critique for the directors, staff, design team, and PERFORMERS?



After pointing out issues within the performance, did I offer potential SOLUTIONS to the performance and/or design?



Did I establish a trustworthy, educational ENVIRONMENT throughout my commentary?



Would I play my critique for my classroom?



Did I carefully consider the sheet's criteria reference prior to *ranking and rating* the ensemble?

***The
Hierarchy
of
General Effect***

ARTISTIC LEVEL

Displays technical level of achievement + communicates through artistic engagement

Seamlessly utilizes multiple musical and visual devices.
The performers create art!

TECHNICAL LEVEL

Displays basic level achievement + displays musical/visual fluency but lacks artistic qualities of engagement.

BASIC LEVEL

Developing musical and visual technique, skills, and facility.



Inhale
Possibility,
Exhale
Creativity.

- Laura Jaworski