

JUDGING VISUAL EFFECT: AN OVERVIEW

In order to recognize effect, we need to know the design tools that are used to create effect.

- Line
- Shape
- Balance
- Dimension
- Texture
- Space
- Mass
- Color
- Motion
- Focus

There are three approaches to creating effect

1. The intellectual aspect of effect is reflected in the range and quality of the visual plan.
2. The emotional effect is the planned response to the audio/visual presentation that is designed, coordinated and staged for the purpose of evoking a specific, planned reaction.
3. The aesthetic aspect of effect involves the beauty, artistry, and detailing of the presentation.

Many designers argue that any effect contains all three components, though perhaps in different percentages. It is also true that one person's intellectual is another person's aesthetic is another person's intellectual. Don't let the differentiation create a hindrance to recognizing effect. If you are uncomfortable with "splitting" simply use other words by saying "this (state what you are crediting) is very effective.

Great effect depends on the quality, development, range, and detailing of the program design.

- Pacing -the when of planned effects-How close, How often, how large?
- Continuity -the development, connection, and evolution of planned effects.
- Staging -where each effect is placed on the field.
- Coordination -how all elements work together to enhance effect. -Impacts -the beginning of important visual/musical ideas.
- Resolutions -the completion of important visual/musical ideas.

Concept: Programs can tell a story, be an emotional experience of the music, be written around a particular style, or in any combination. The quality of the musical composition becomes the basis for the visual delivery and will guide the visual designer in orchestrating and arranging the visual presentation-the depth to which these elements are coordinated, staged, and presented is an important factor in the visual evaluation and comparison. How, when, and where effects develop, the designed pathways and placement on the field, the evolution of idea to idea, the many levels of musicality, and how each element works with others, are inherent in the quality and range of the program design, and will elevate the effects beyond isolated moments.

In evaluating effect consider:

- Are there climaxes?
- Is there good pacing?

- Is there variety?
- Is the program creative and fresh?
- Is there good continuity between ideas?
- Is mood successfully controlled?

Performance

We all recognize that excellence is one aspect of performance effect. But it is, indeed, just that one aspect.

In evaluating performance effect consider:

- Communication -the understanding and commitment to the musical/visual performance
- Identity/Character -the demonstration of meaning through musical and visual display
- Professionalism

These qualities of performance bring the audience in to share the experience. This is more than just energy and enthusiasm. The program must provide the opportunities to demonstrate these communication skills.

What is expected of the general effect judge?

You must allow yourself to be engaged. Come with an open mind. Of course we all have preferences in regard to musical/visual styles, but we are obliged to leave these preferences outside the stadium and react to what is being presented. Our goal, to be effective as a judge in this area, is to allow ourselves to appreciate what is good about a given production based on what is being presented.

It is important for us to realize that entertainment can take many forms. Comedy, drama, pathos ... the entire range of emotion should be considered as being valuable in programming. A show that successfully touches the audience emotionally on the deeper side of the scale should receive equal consideration with programs that consist primarily of qualities that make us feel good.

Balance positive and negative commentary.

Don't rewrite the show, but instead provide food for thought.

If you draw from your skills as educators, you will be successful!