

The Midwest Clinic, 2024

CLEAN DRILL FROM DAY ONE

Casey Ehrler - Visual Designer, Instructor, and Consultant

casey.ehrler@gmail.com

**A Strong
Foundation**

**Prior
Knowledge**

**Teaching and
Learning**

**Drill in
Hand**



CASEY EHRLER
VISUAL DESIGNS

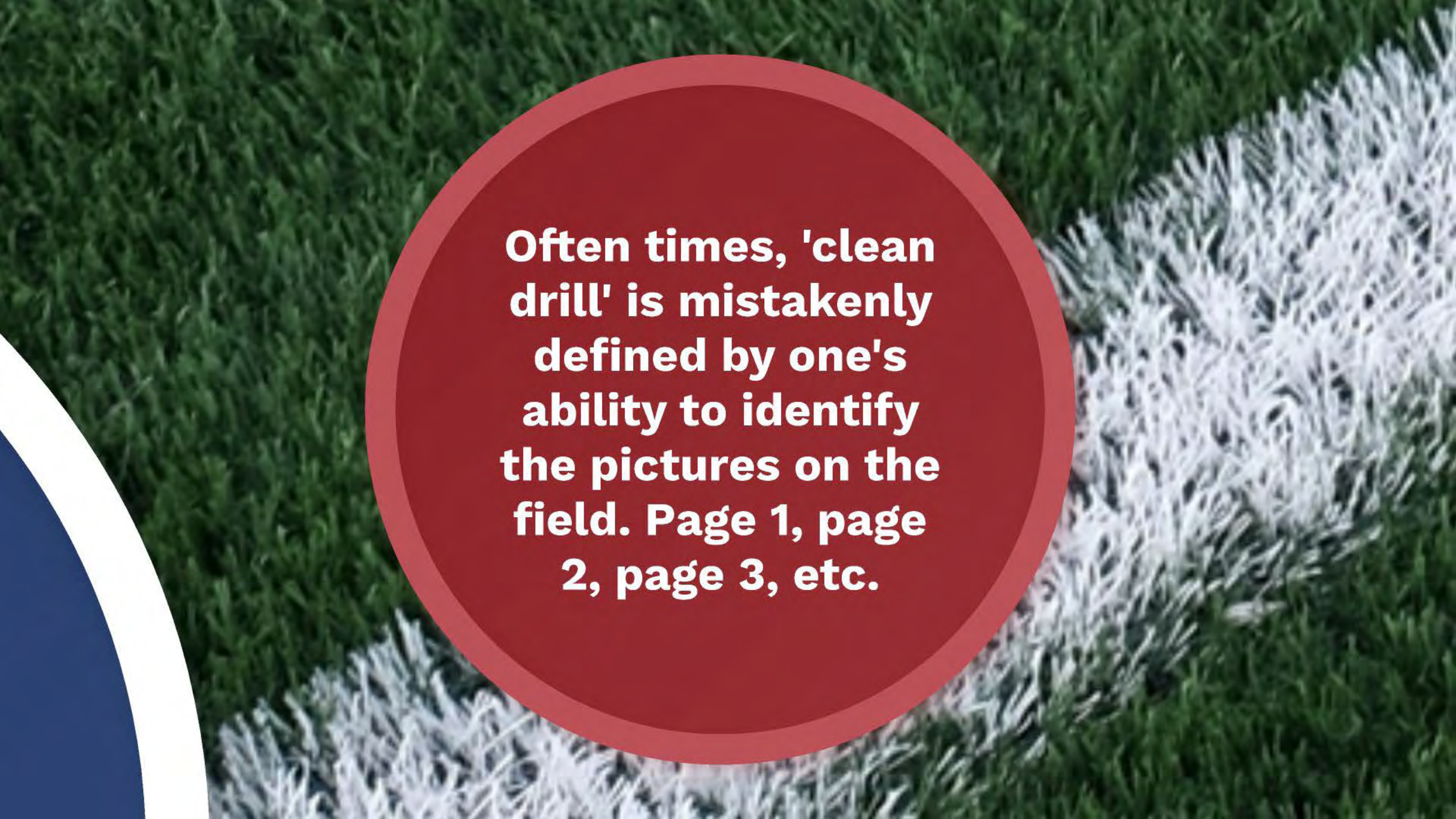


'Clean Drill'

**What does that
actually mean?**

The Perception

The Reality



Often times, 'clean drill' is mistakenly defined by one's ability to identify the pictures on the field. Page 1, page 2, page 3, etc.



'Clean Drill'

**What does that
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The Perception

The Reality



Clean drill actually depends on:

- The visual development (i.e. how you get from picture to picture)
- Excellent control of physical timing
- Uniformity of technique
- Cleanliness of 'body' or choreography.
- The clarity of the picture or 'arrival point'

**How do we
achieve that?**

Focus on the process of early season teaching and learning

- Prior knowledge
- Effective rehearsal techniques
- Structure of the rehearsal



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**Important
information students
must know before
learning drill**

Vocabulary

Field Rules

**Read a Drill
Page**

**Transfer
BASIC Skills**

Body

- Horns up, carry, parade rest, etc.

Field

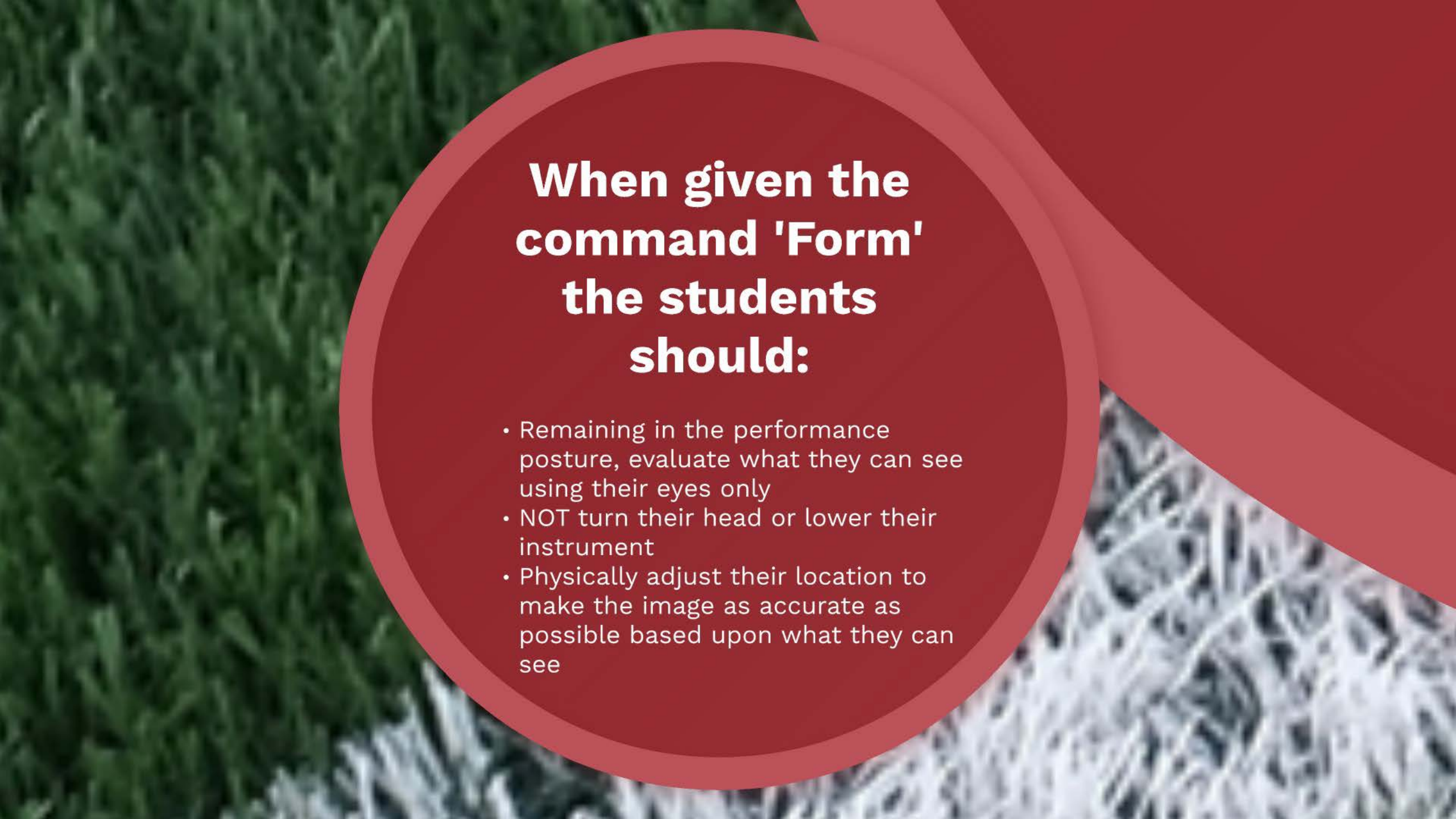
- Hash, sideline, yardline, gak, goal line, endzone, pylon, numbers, etc.

Form

- Rank, file, block, curve, etc.
- Dress, cover, focalize, etc.
 - Interval, distance, etc.
- Focal point, dress point, ankle bone, body center, orientation, etc.
- Halfway point, crossing count, subset, etc.
- Form and Dot as an action

**'Form'
as an
Action**

**'Dot'
as an
Action**

The background of the slide features a blurred image of a waterfall cascading over rocks. A large, semi-transparent red circle is centered on the slide, containing the main text and a bulleted list. The text is white, providing high contrast against the red background.

When given the command 'Form' the students should:

- Remaining in the performance posture, evaluate what they can see using their eyes only
- NOT turn their head or lower their instrument
- Physically adjust their location to make the image as accurate as possible based upon what they can see

Body

- Horns up, carry, parade rest, etc.

Field

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**'Form'
as an
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**'Dot'
as an
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When given the command 'Dot' the students should:

- Immediately bring the left foot to the right
- Bring the instrument down to parade rest
- Look around and adjust based on the reality of their location on the grid
- Check the 'gaks' for accuracy
- Focalize if in a curve

Note to Staff

**Linear vs
Curvelinear**

Give Them Time to Process

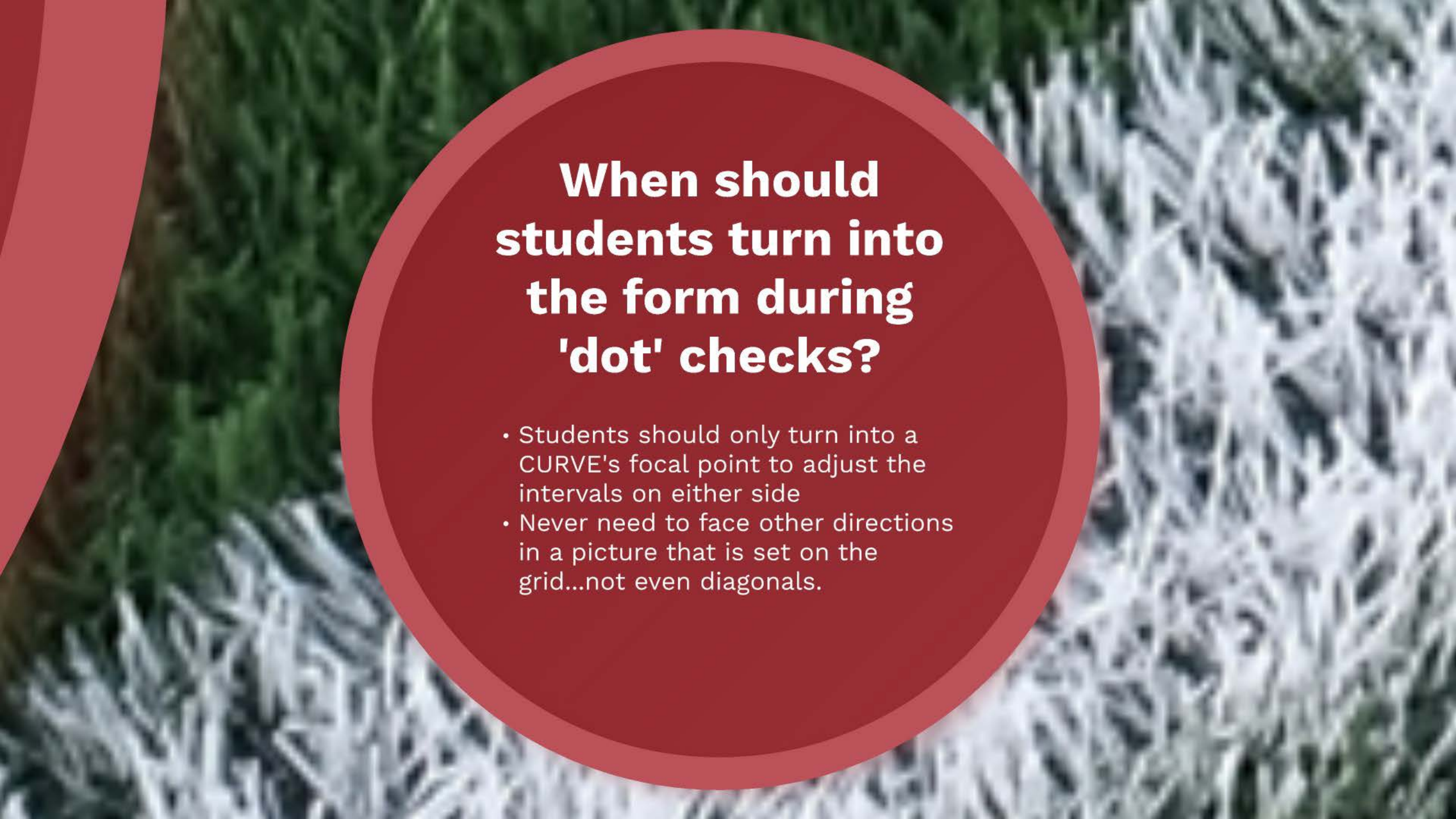
- Staff should all remain silent during form and dot
 - Yes, even the BOX

When given the command 'Dot' the students should:

- Immediately bring the left foot to the right
- Bring the instrument down to parade rest
- Look around and adjust based on the reality of their location on the grid
- Check the 'gaks' for accuracy
- Focalize if in a curve

Note to Staff

**Linear vs
Curvelinear**

The background of the slide is a photograph of a mountain peak covered in snow, with some evergreen trees visible on the left side. A large, semi-transparent red circle is centered on the slide, containing the text.

When should students turn into the form during 'dot' checks?

- Students should only turn into a CURVE's focal point to adjust the intervals on either side
- Never need to face other directions in a picture that is set on the grid...not even diagonals.

When given the command 'Dot' the students should:

- Immediately bring the left foot to the right
- Bring the instrument down to parade rest
- Look around and adjust based on the reality of their location on the grid
- Check the 'gaks' for accuracy
- Focalize if in a curve

Note to Staff

**Linear vs
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Orientation

Frontfield:

- Horns up = Box
- Horns down = Flat to the sideline

Backfield:

- Horns up = Parallel and flat to the sideline
- Horns down = Flat to the sideline

Endzones:

- Horns up = Parallel and flat to the endzone
- Horns down = Flat to the endzone

Travel

- Forwards on the field = Forward march
- Backwards on the field = Backwards march
- Towards the 50 = Forward march
- Away from the 50 = Backwards march
- Straight line path and even stepsize



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Vocabulary

Field Rules

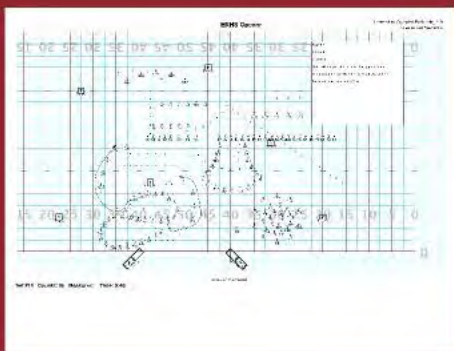
**Read a Drill
Page**

**Transfer
BASIC Skills**



How to Read a Drill Page

- Drill page
- Dot book
- Coordinate sheet
- Ultimate Drill Book



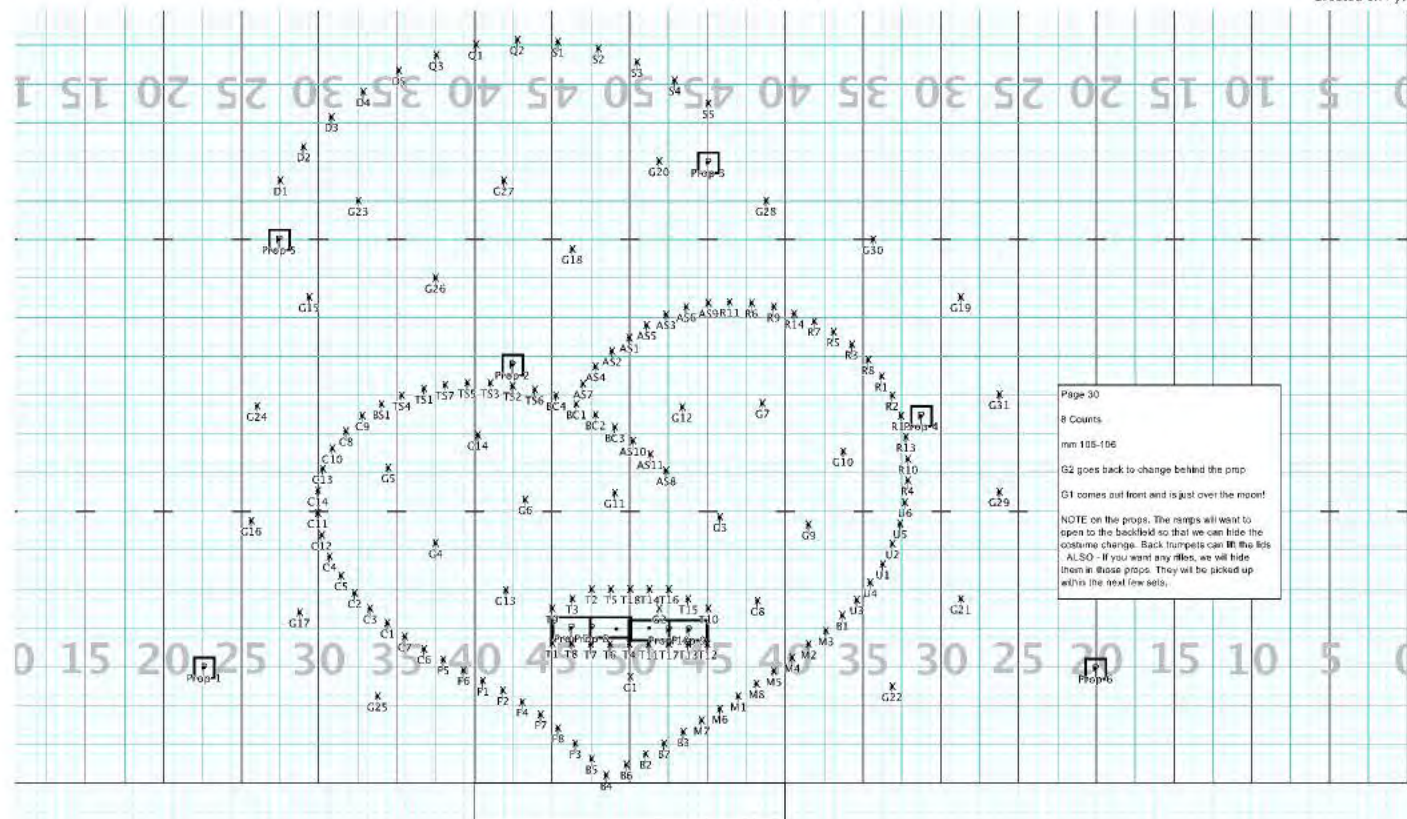
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22	12	Side 2: 1.5 steps inside 35 yd in	9.5 steps in front of Front Hash (H5)
33	16	Side 2: On 35 yd in	4.0 steps in front of Front Hash (H5)
34	8	Side 2: On 35 yd in	4.0 steps in front of Front Hash (H5)
35	8	Side 2: On 35 yd in	4.0 steps in front of Front Hash (H5)
36	8	Side 2: 4.0 steps outside 35 yd in	4.0 steps in front of Front Hash (H5)
37	8	Side 2: On 35 yd in	4.0 steps in front of Front Hash (H5)
38	8	Side 2: On 35 yd in	4.0 steps behind Front Hash (H5)
39	8	Side 2: 4.0 steps outside 30 yd in	6.0 steps behind Front Hash (H5)
40	8	Side 2: On 35 yd in	8.0 steps behind Front Hash (H5)
41	4	Side 2: On 25 yd in	8.0 steps behind Front Hash (H5)
42	4	Side 2: 4.0 steps outside 30 yd in	8.0 steps in front of Back Hash (H5)
43	8	Side 2: On 30 yd in	2.0 steps in front of Back Hash (H5)
44	8	Side 2: 4.0 steps outside 35 yd in	2.0 steps in front of Back Hash (H5)
45	8	Side 2: 4.0 steps outside 30 yd in	2.0 steps in front of Back Hash (H5)
46	8	Side 2: 4.0 steps outside 30 yd in	2.0 steps in front of Back Hash (H5)
47	8	Side 2: 4.0 steps outside 30 yd in	8.0 steps in front of Back Hash (H5)
48	8	Side 2: 4.0 steps outside 35 yd in	8.0 steps in front of Back Hash (H5)
49	8	Side 2: 2.75 steps outside 40 yd in	13.0 steps behind Front Hash (H5)
50	8	Side 2: 3.25 steps inside 40 yd in	9.5 steps behind Front Hash (H5)
51	16	Side 1: On 45 yd in	7.0 steps behind Front Hash (H5)
52	16	Side 1: On 45 yd in	11.0 steps behind Front Hash (H5)
53	4	Side 1: On 45 yd in	11.0 steps behind Front Hash (H5)
54	4	Side 1: On 45 yd in	11.0 steps behind Front Hash (H5)
55	4	Side 1: On 45 yd in	5.5 steps behind Front Hash (H5)
56	4	Side 1: On 45 yd in	8.0 steps behind Front Hash (H5)
57	8	Side 1: 1.75 steps inside 40 yd in	8.0 steps behind Front Hash (H5)
58	8	Side 1: 4.0 steps inside 35 yd in	8.0 steps behind Front Hash (H5)
59	8	Side 1: 1.75 steps inside 40 yd in	8.0 steps behind Front Hash (H5)
60	8	Side 1: On 45 yd in	8.0 steps behind Front Hash (H5)
61	8	Side 1: On 45 yd in	12.5 steps behind Front Hash (H5)
62	16	Side 1: 1.75 steps inside 40 yd in	3.5 steps behind Front Hash (H5)
63	16	Side 1: 2.25 steps outside 45 yd in	0.5 steps in front of Front Hash (H5)
64	16	Side 1: 2.25 steps outside 30 yd in	4.5 steps in front of Front Hash (H5)
65	16	Side 1: On 45 yd in	7.0 steps in front of Front Hash (H5)
66	8	Side 1: 2.0 steps inside 45 yd in	8.0 steps in front of Front Hash (H5)
67	8	Side 1: 2.0 steps outside 50 yd in	14.0 steps behind Front side line
68	8	Side 2: 4.0 steps inside 40 yd in	12.0 steps in front of Front Hash (H5)
69	8	Side 2: 4.0 steps outside 45 yd in	13.0 steps behind Front side line
70	8	Side 2: On 45 yd in	10.0 steps behind Front side line
71	16	Side 2: On 45 yd in	11.0 steps behind Front side line
72	16	Side 2: On 45 yd in	11.0 steps behind Front side line
73	8	Side 2: 0.25 steps outside 45 yd in	10.25 steps behind Front side line
74	8	Side 2: 2.5 steps inside 40 yd in	9.75 steps behind Front side line
75	12	Side 2: 2.5 steps inside 40 yd in	9.75 steps behind Front side line

Printed: Wed, Oct 4, 2023 at 1:51 AM

Page 1 of 100

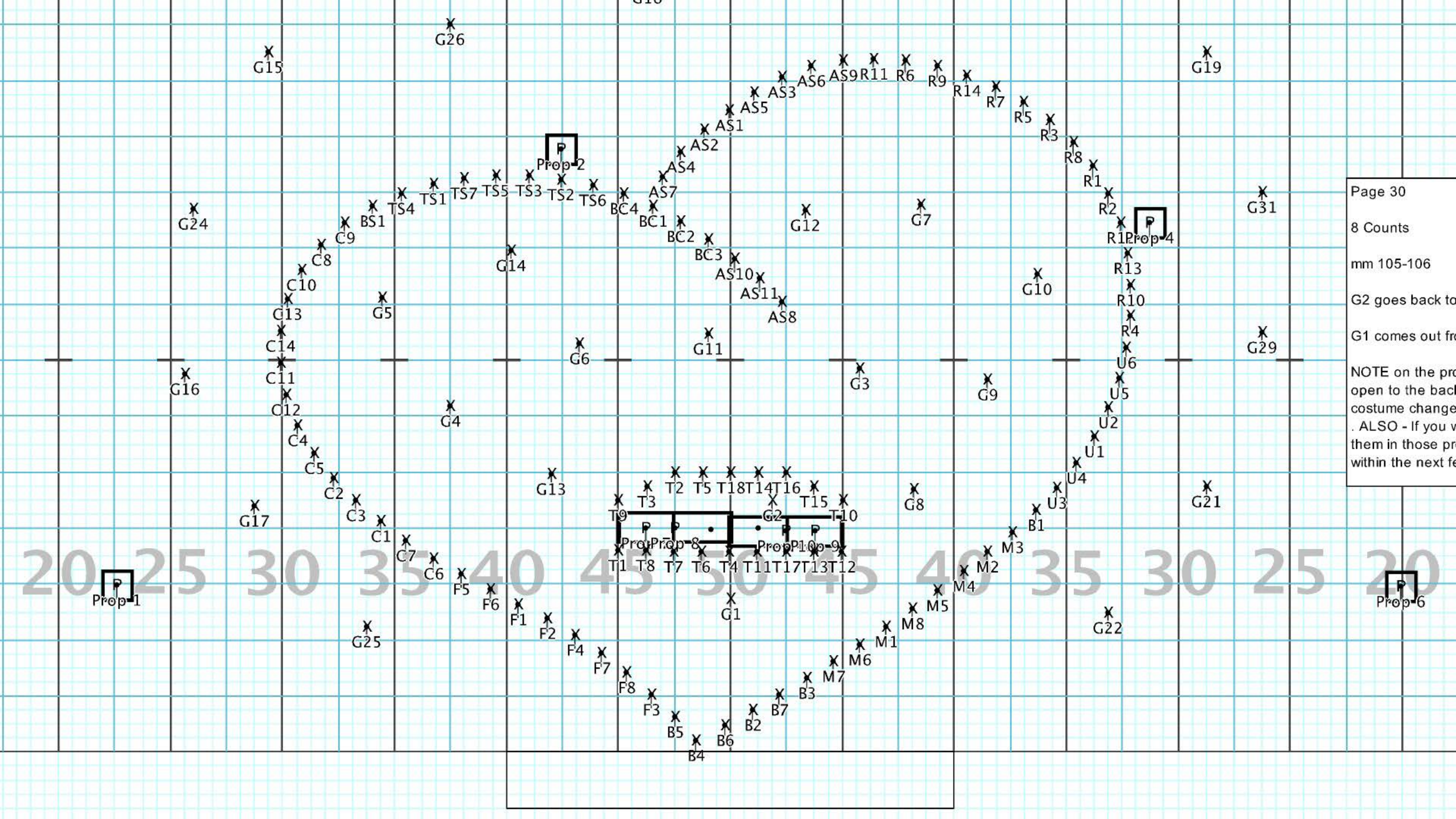
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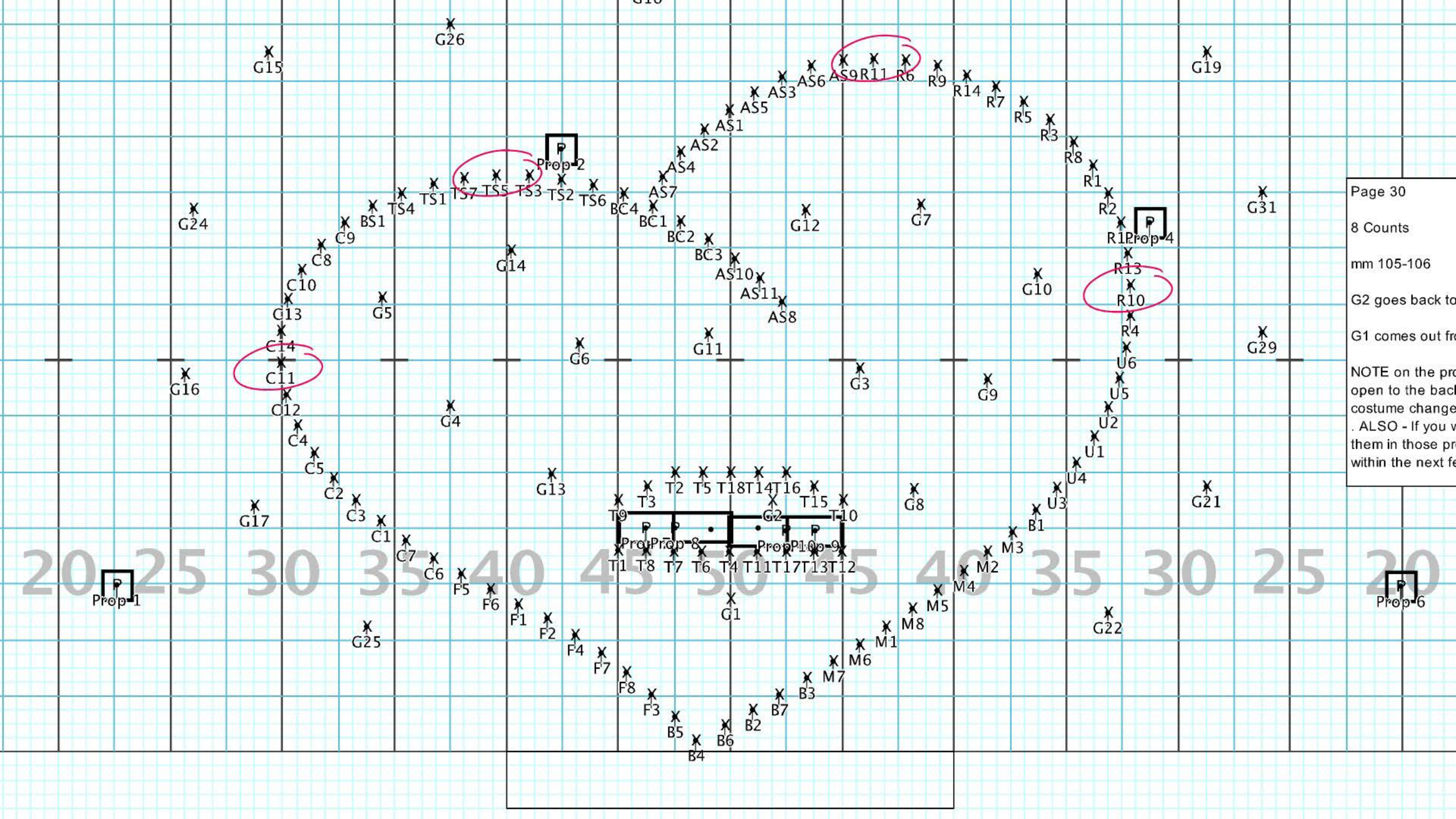
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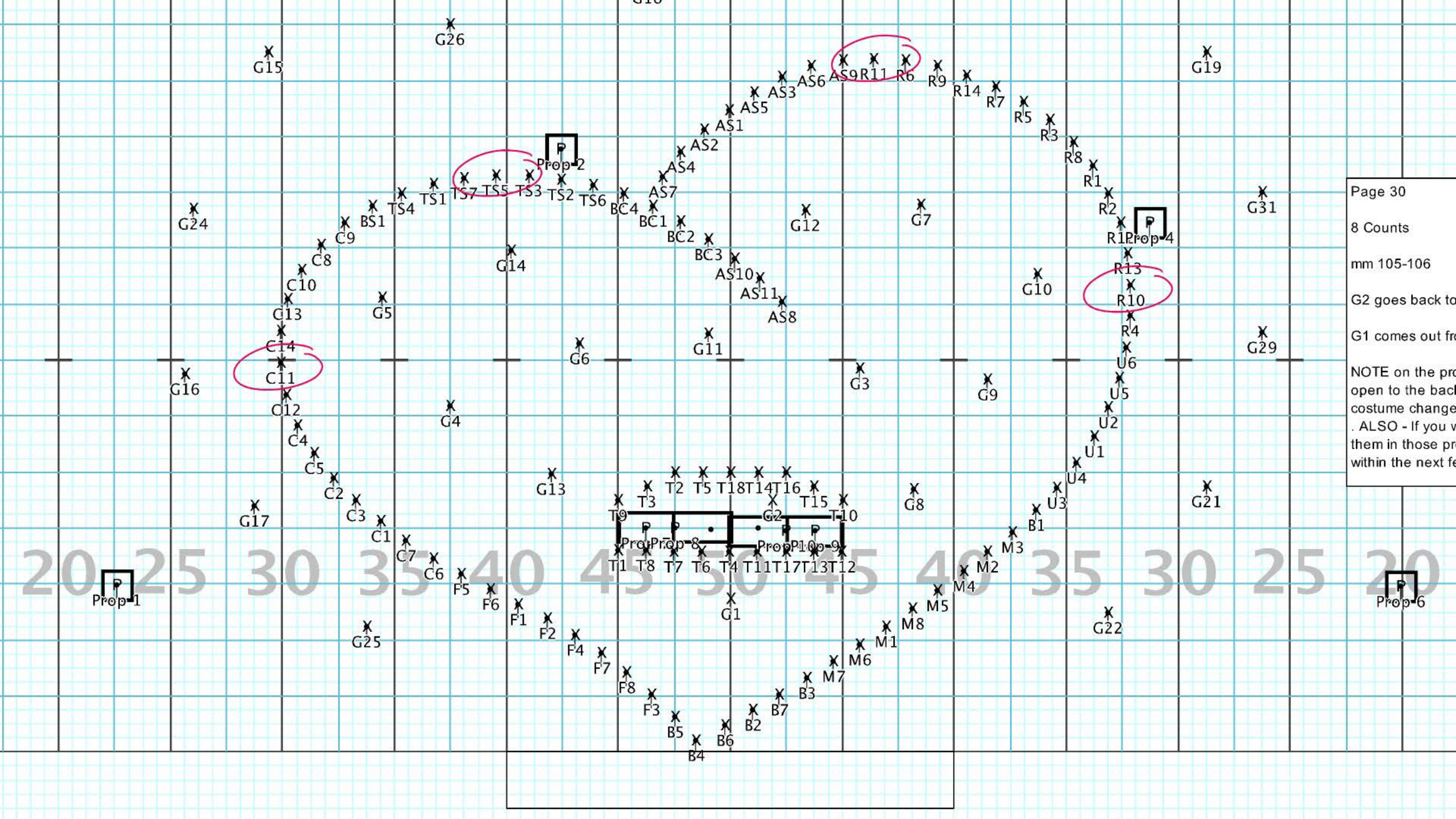


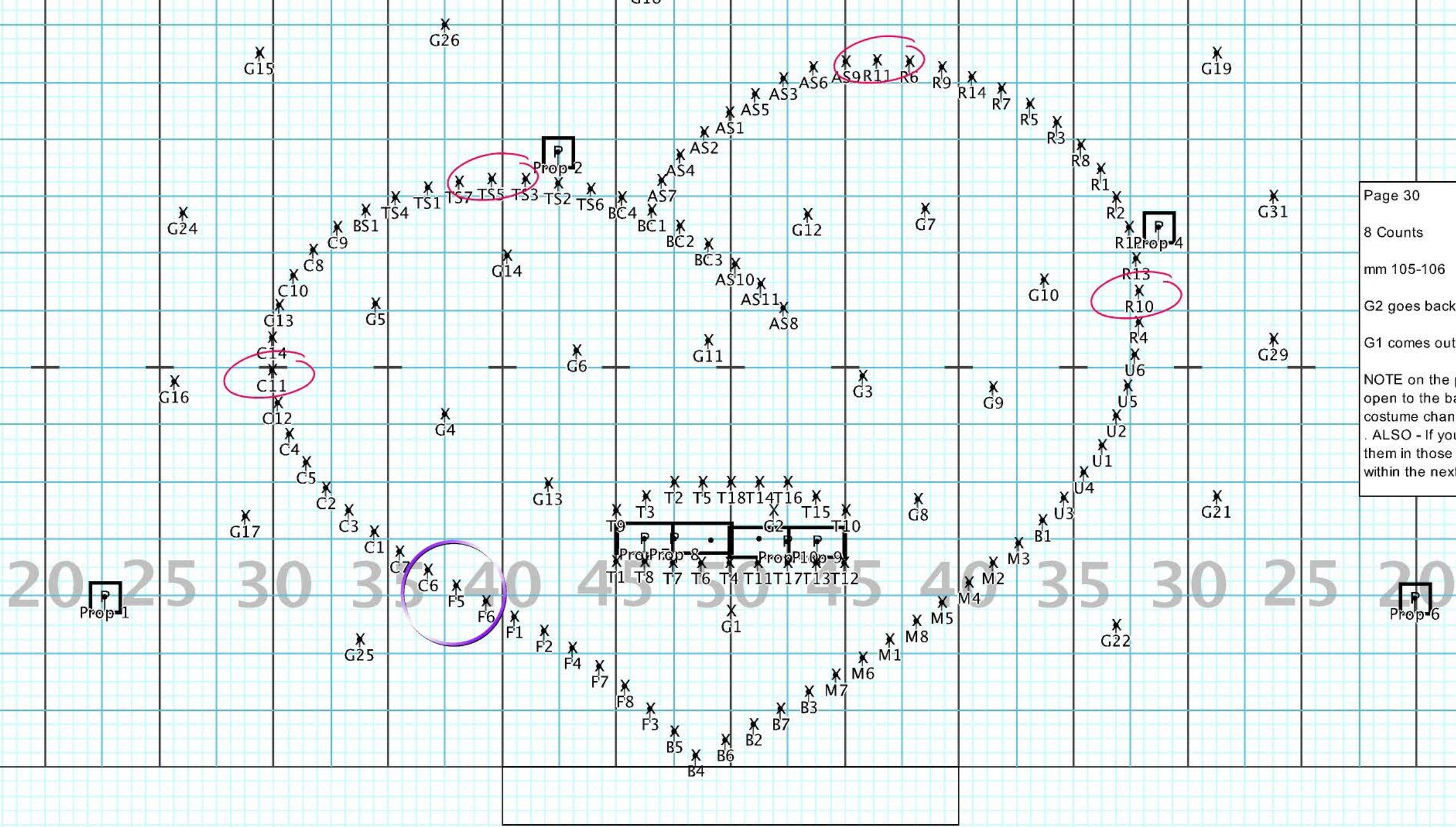
Set #30 Counts: 8 Measures: Time: 1:55

Director Viewpoint









Page 30

8 Counts

mm 105-106

G2 goes back to

G1 comes out fr

NOTE on the pro

open to the back

costume change

. ALSO - If you v

them in those pr

within the next fe

**Important
information students
must know before
learning drill**

Vocabulary

Field Rules

**Read a Drill
Page**

**Transfer
BASIC Skills**



**Don't skip visual
basics...ever.**

Foundation

Field Reading

**Practical
Exercises**

Fundamentals and Technique

- Posture and body carriage
- Muscular engagement
- Step size
- Physical tendencies
 - small on backwards, telegraphing direction changes, etc.
- Leg shape (primary marker of technique)



**Don't skip visual
basics...ever.**

Foundation

Field Reading

**Practical
Exercises**

How do I fit?

- Yardline relationships (side to side) are always the priority
- Front to back is secondary
- Form (i.e. diagonals, blocks, etc.) is tertiary

Students must think about their relationship to the field first. The field never moves.

How do I fit?

- Yardline relationships (side to side) are always the priority
- Front to back is secondary
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Students must think about their relationship to the field first. The field never moves.

**FACE THE FRONT SIDELINE
DURING BASICS!**



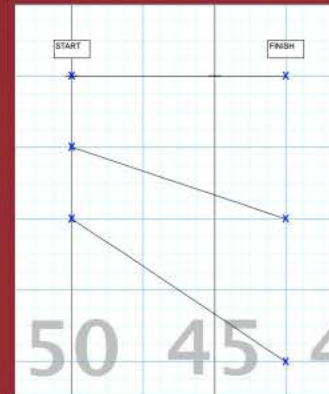
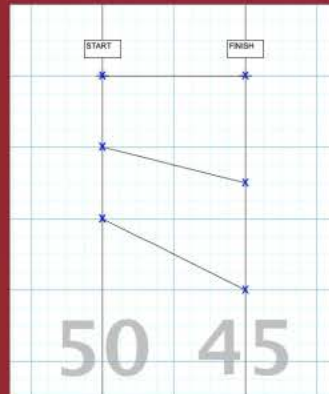
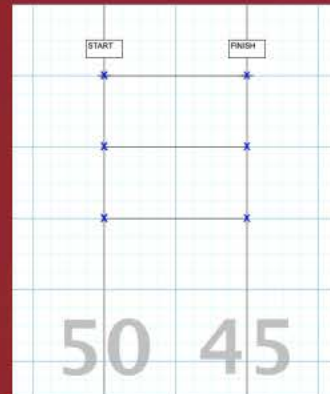
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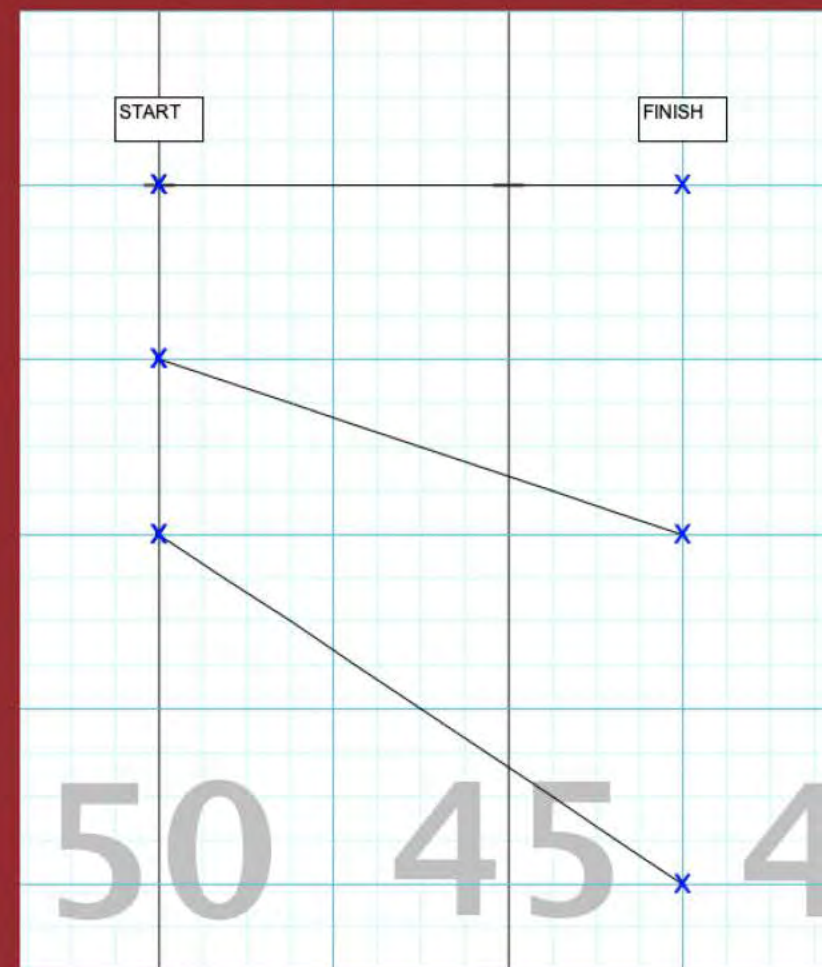
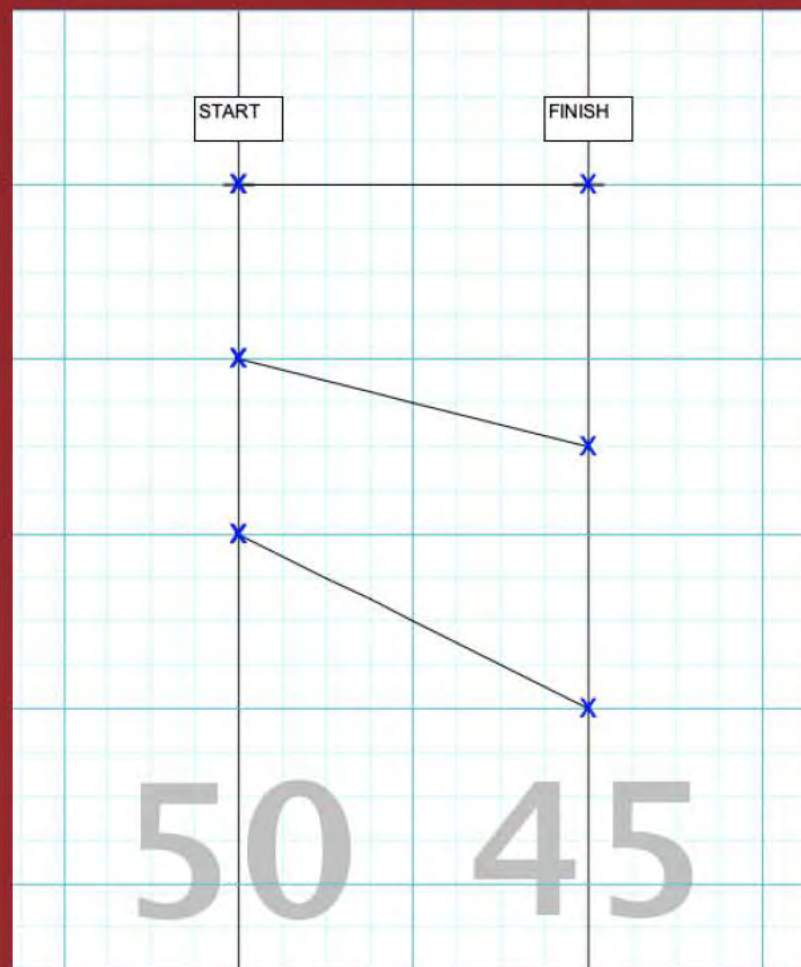
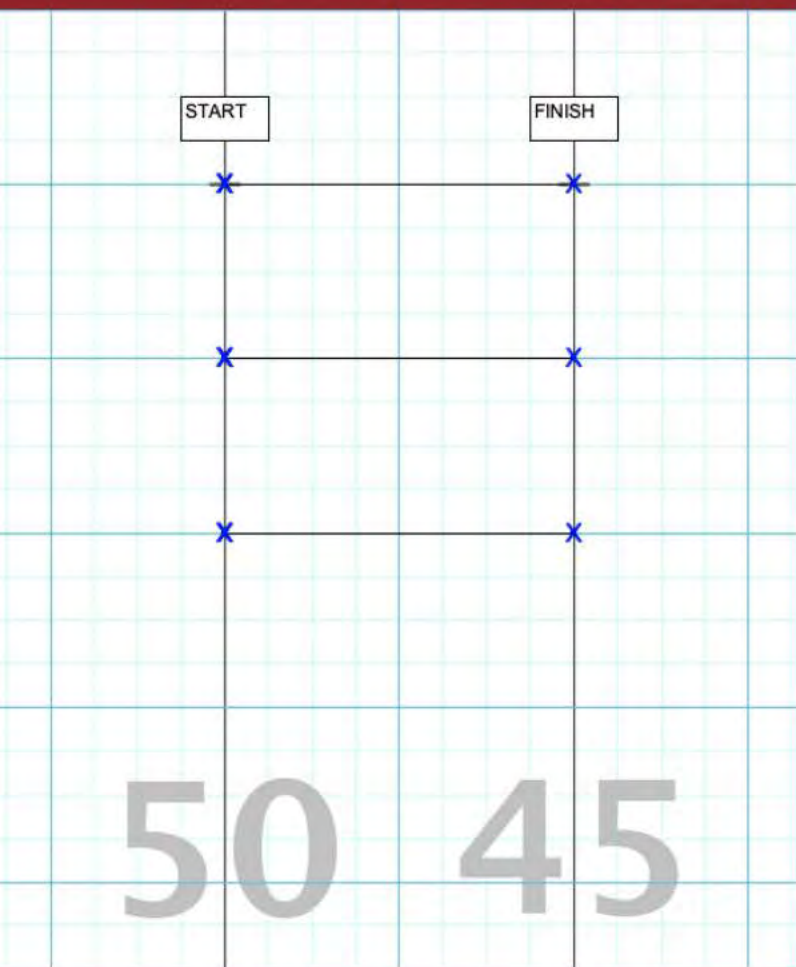
Field Reading

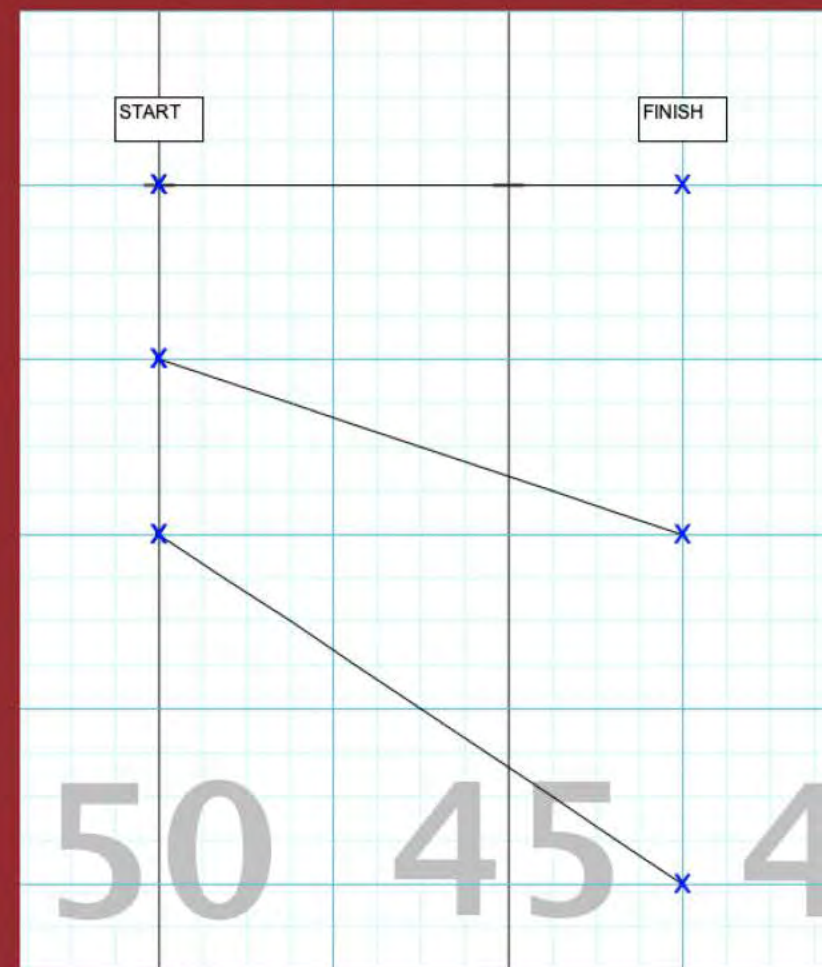
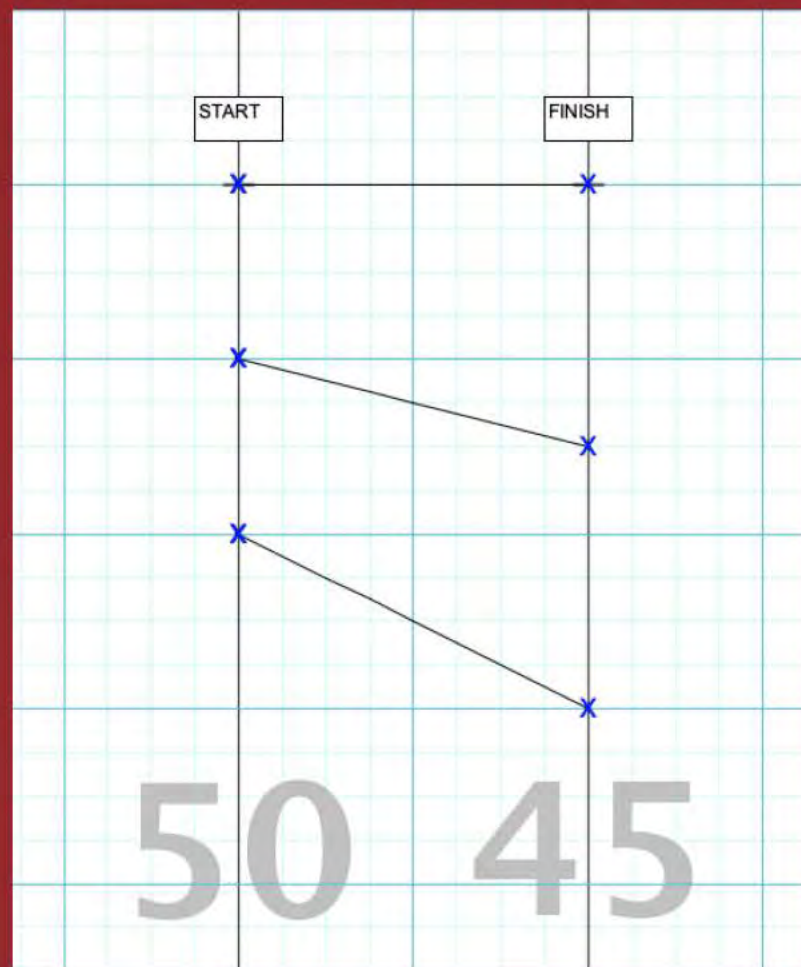
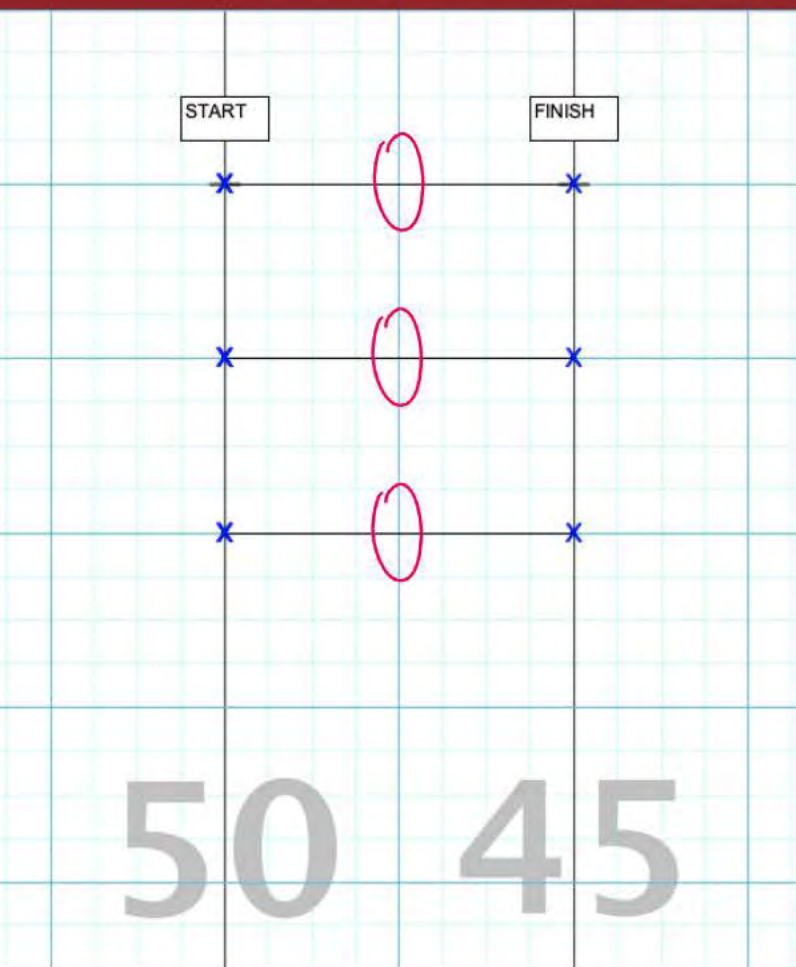
**Practical
Exercises**

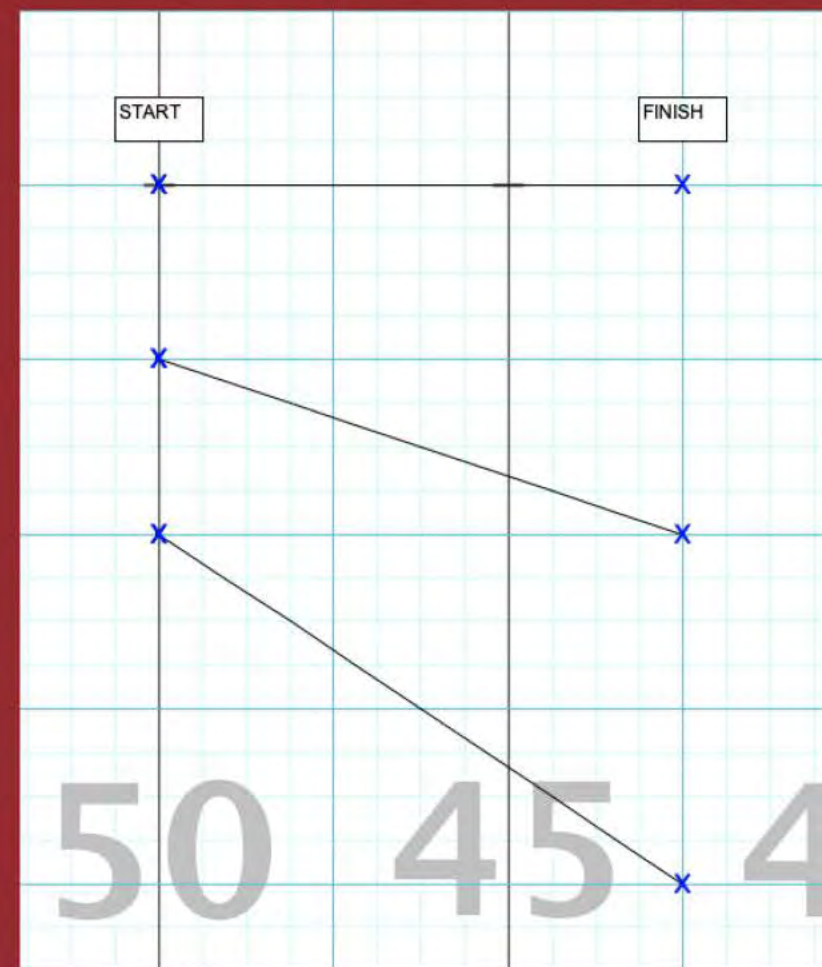
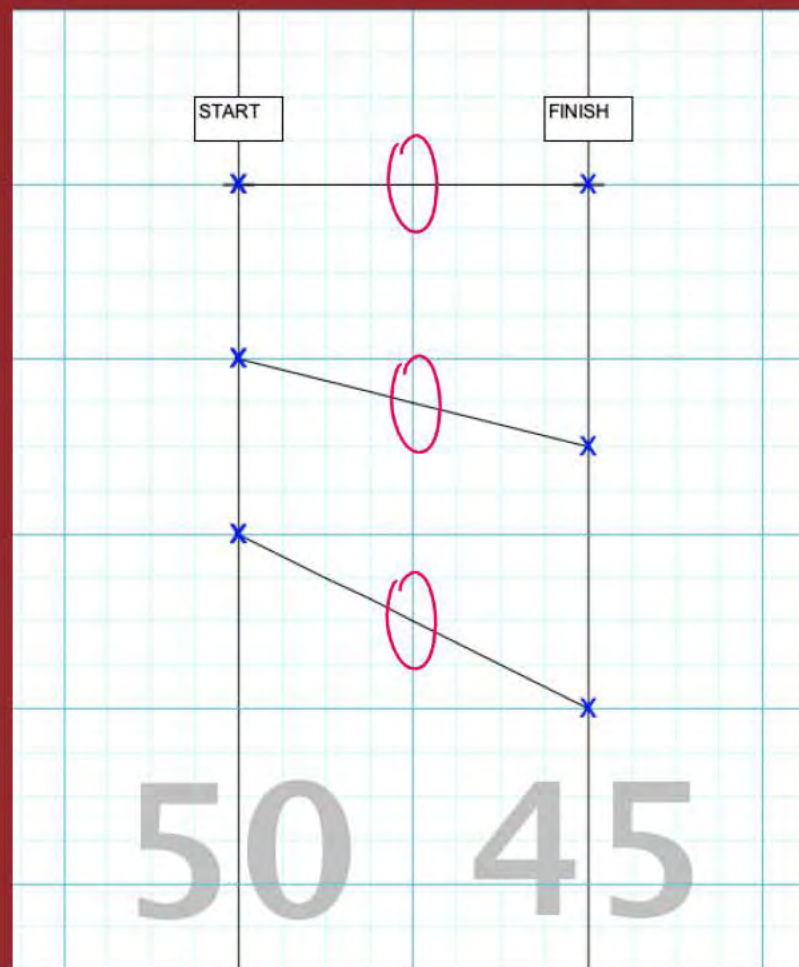
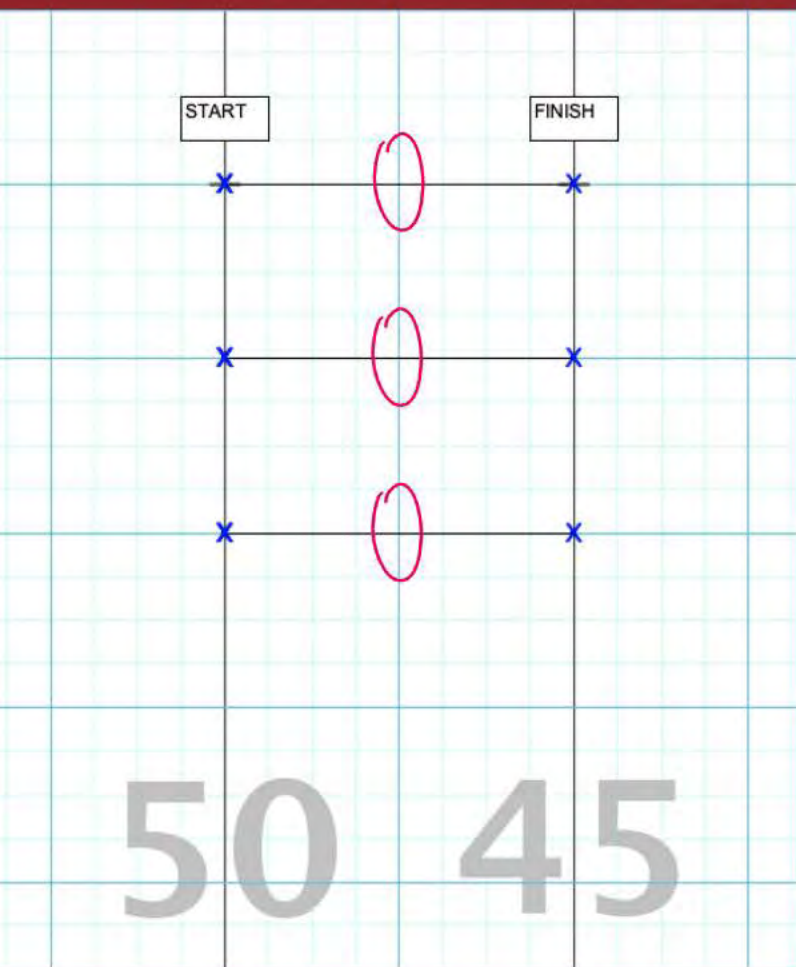
Physical Examples

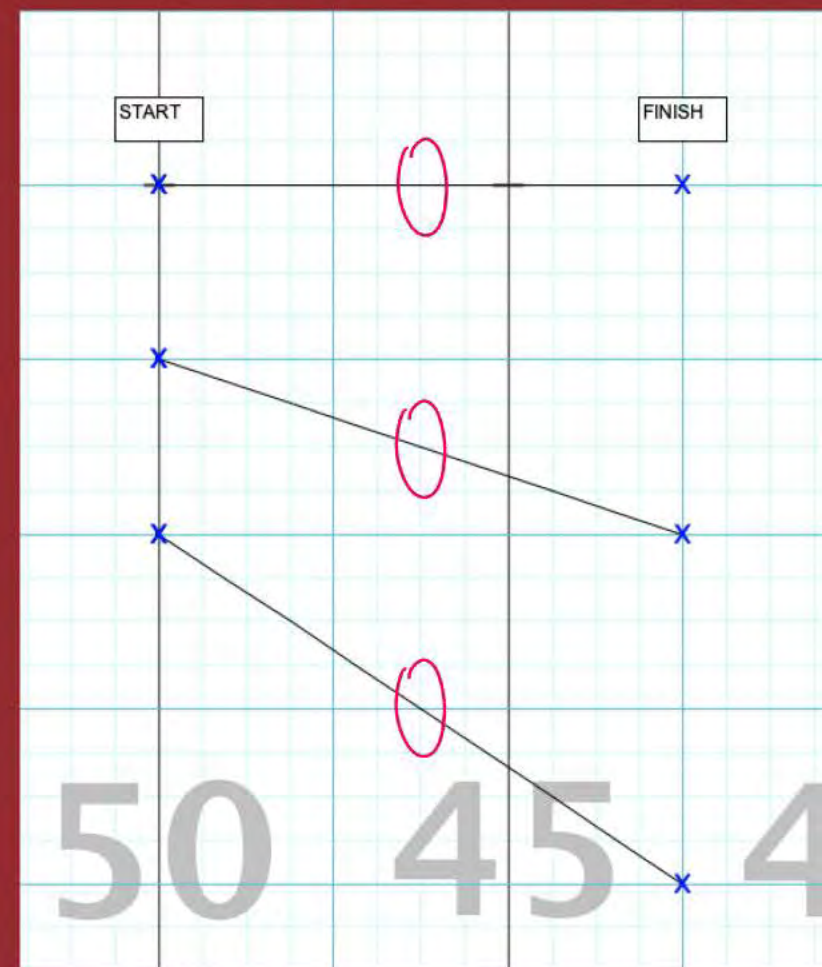
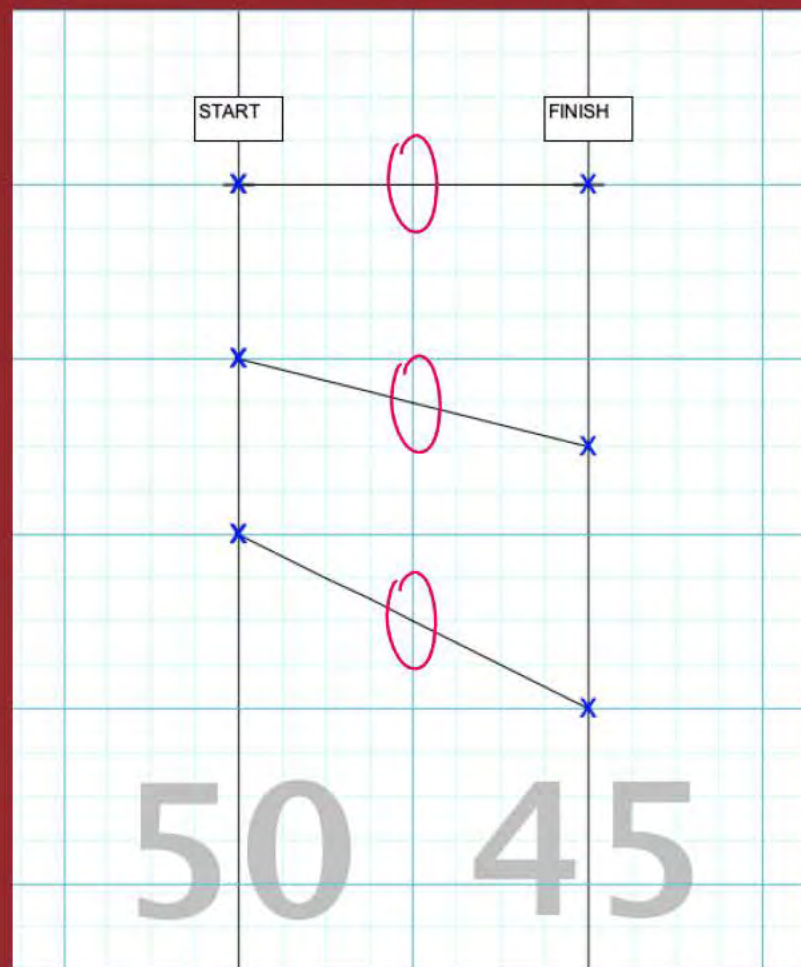
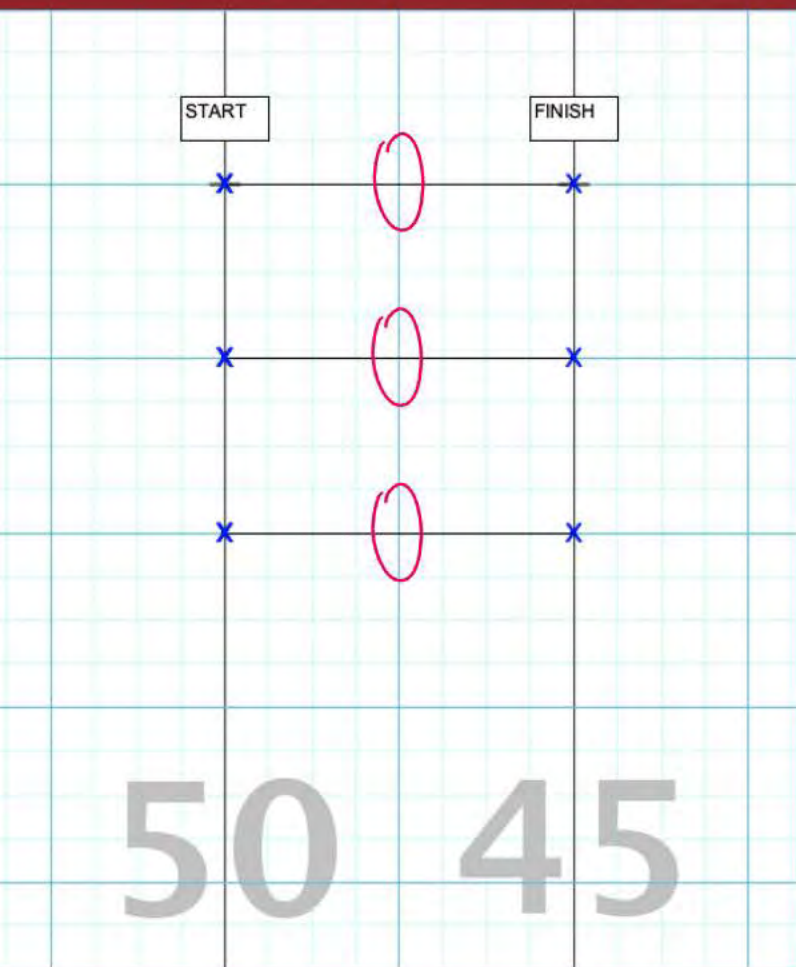


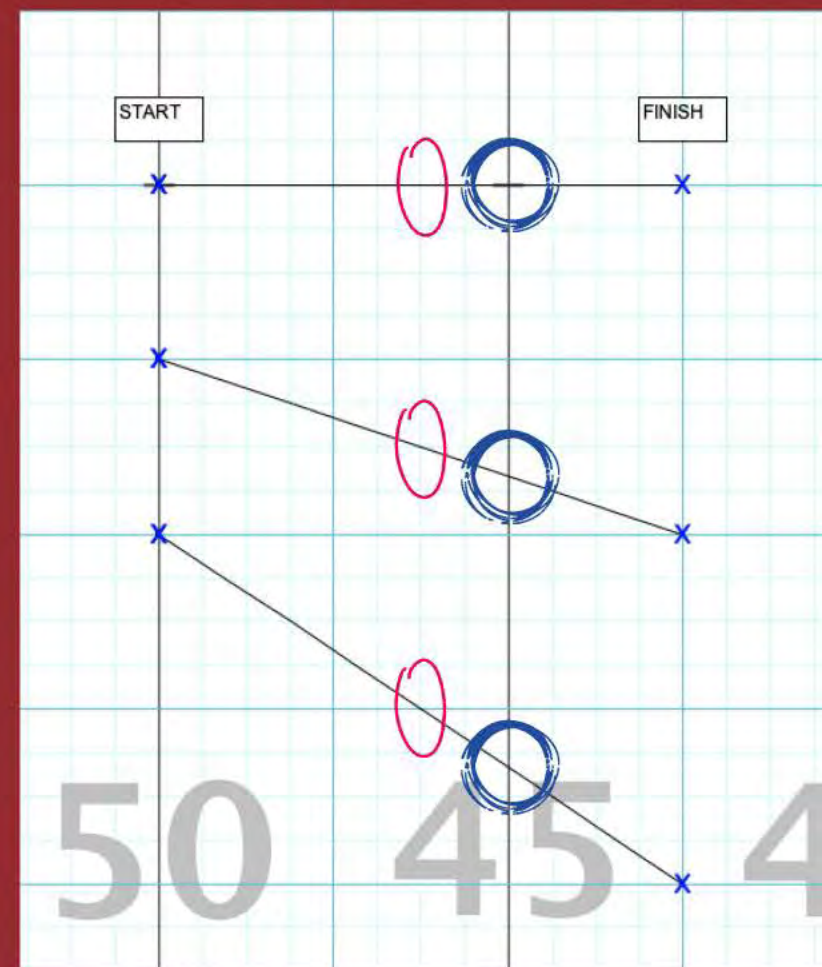
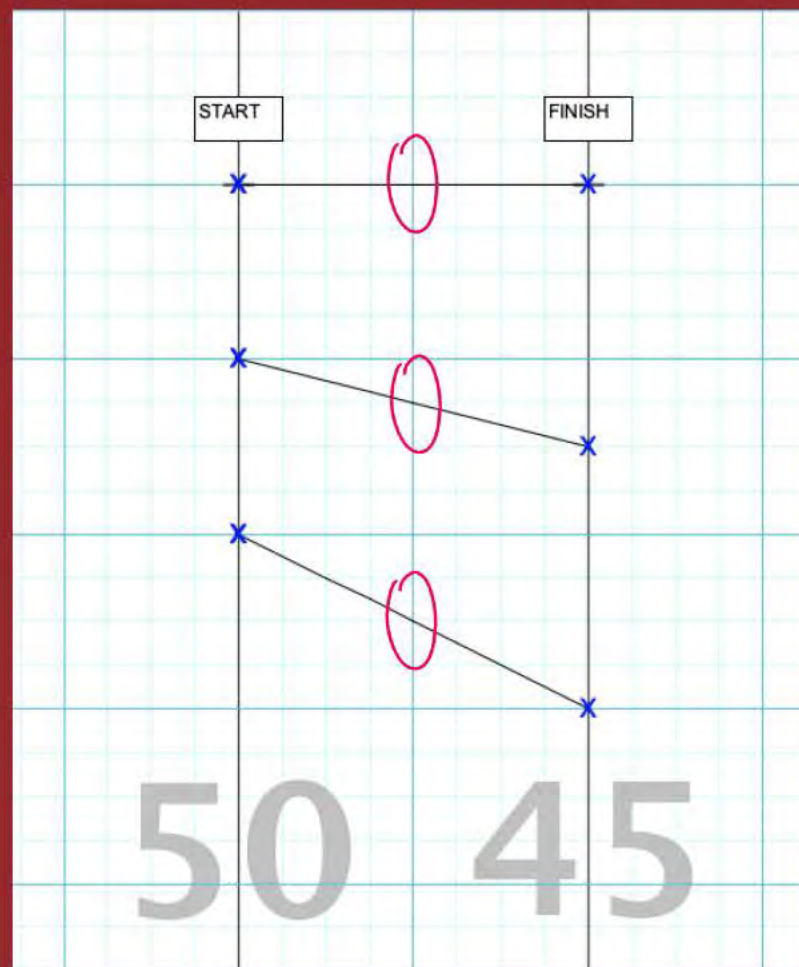
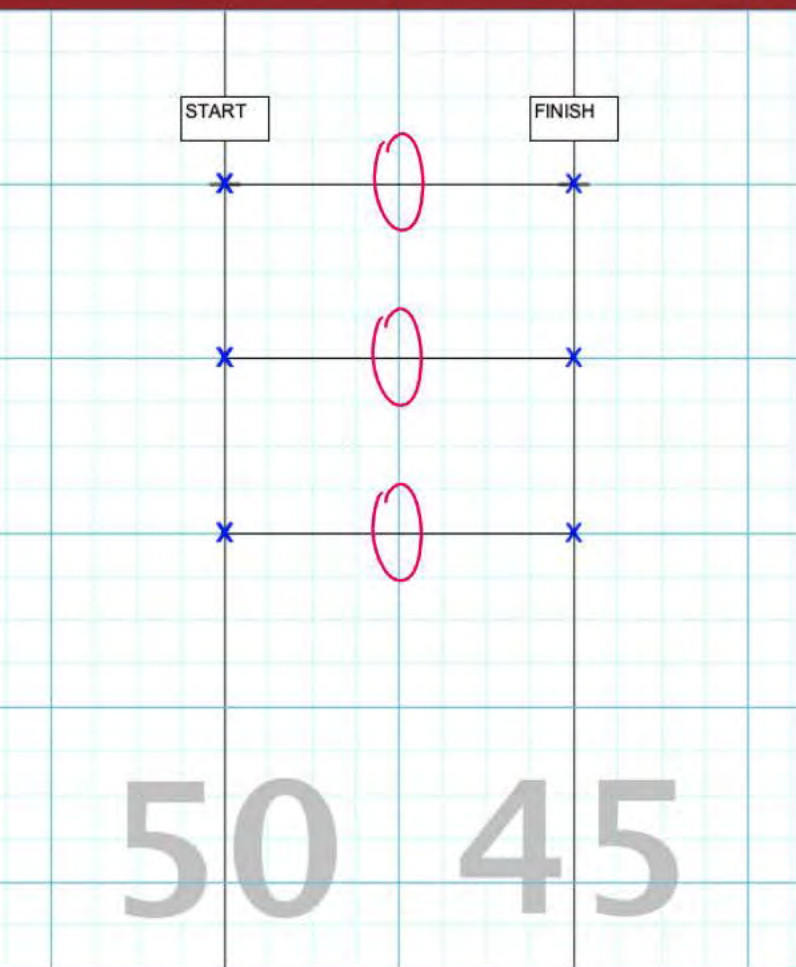
**Practical
Exercises**











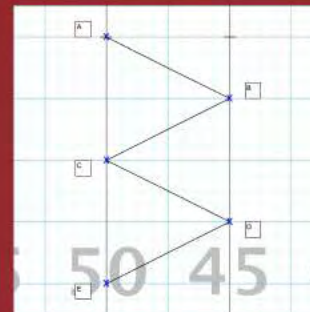
Exercises to Enhance Field Reading



Zig Zags



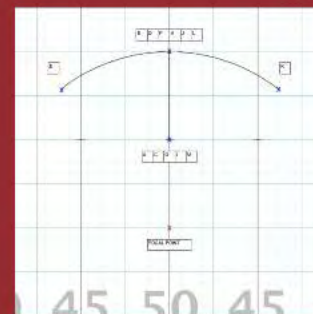
Box Drill



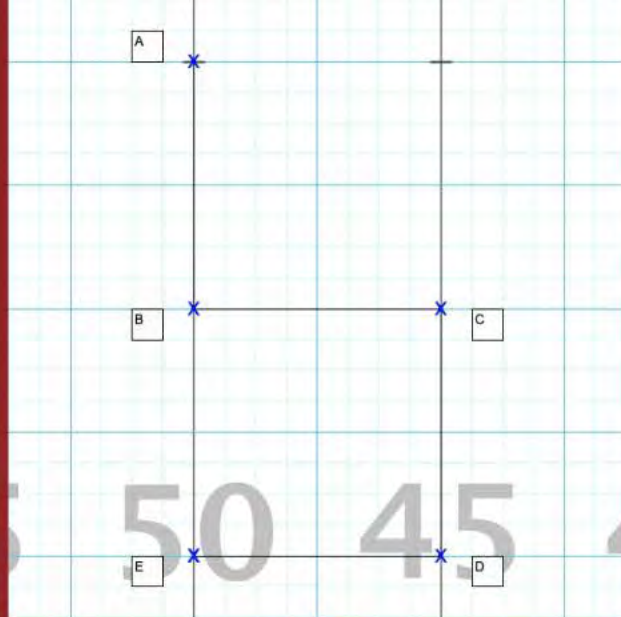
Charlie Browns



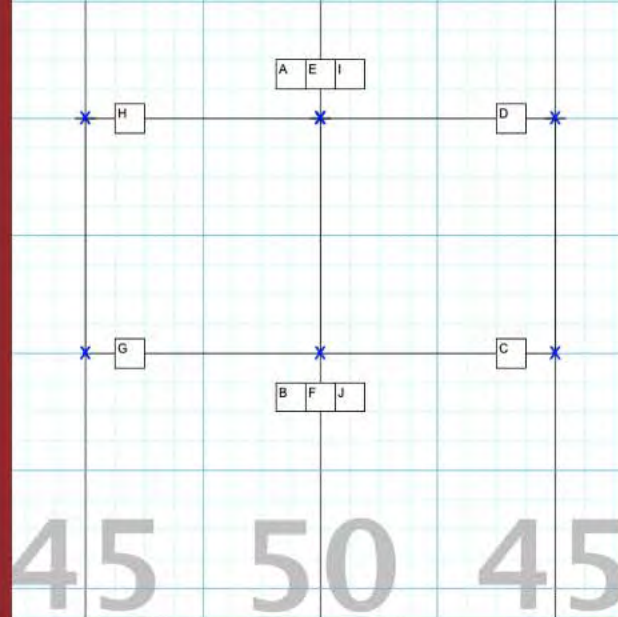
Snow Cone



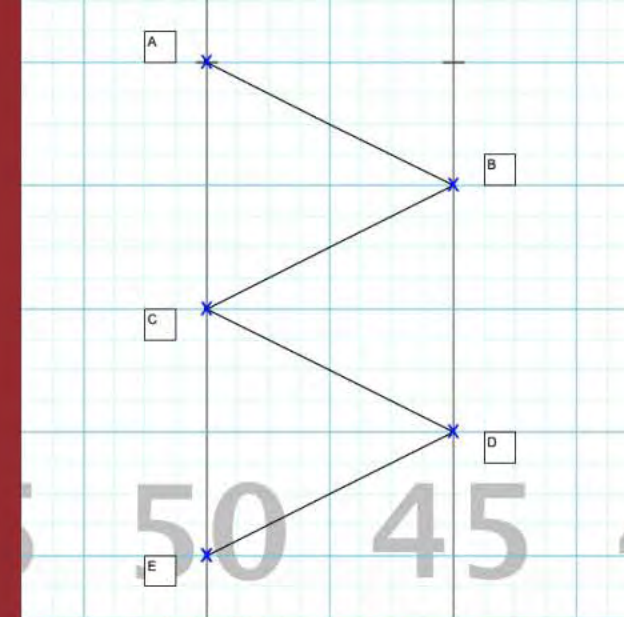
Circle Drill



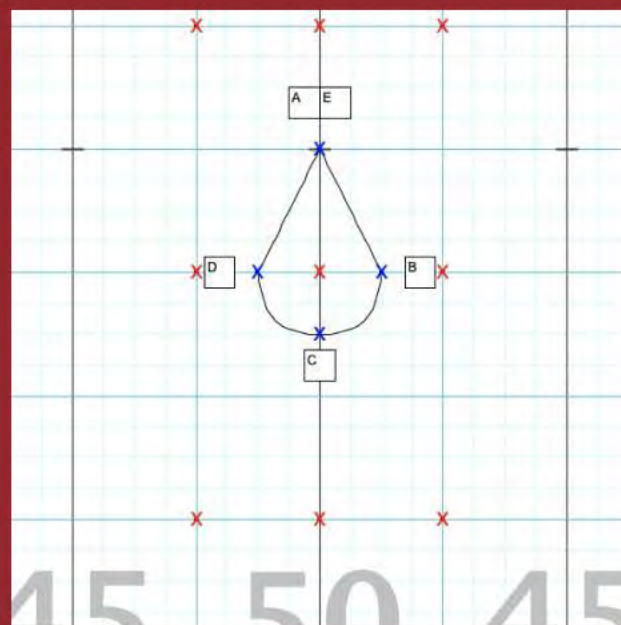
Zig Zags



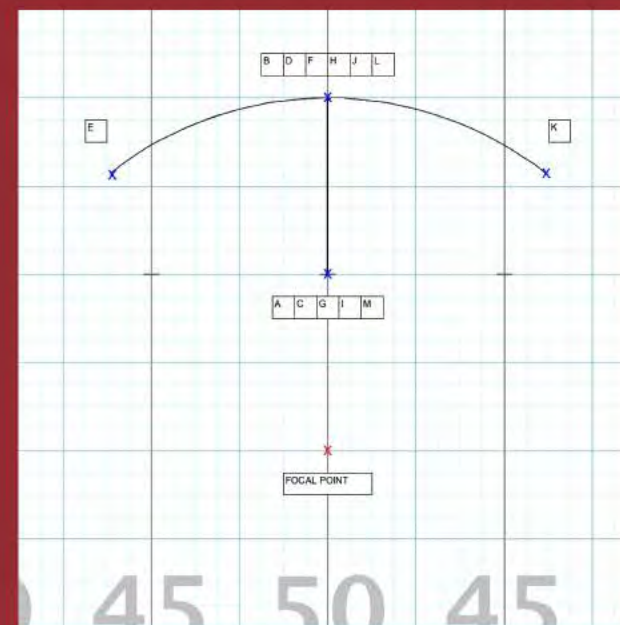
Box Drill



Charlie Browns

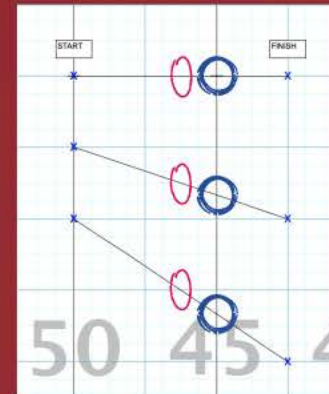
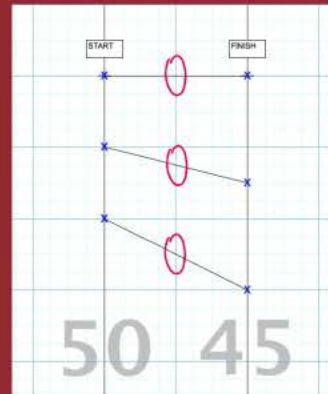
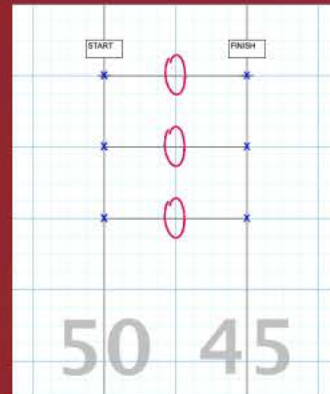


Snow Cone



Circle Drill

Physical Examples



**Practical
Exercises**



**Don't skip visual
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Foundation

Field Reading

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CASEY EHRLER
VISUAL DESIGNS

**Drill gets delivered,
now what?**

Organize

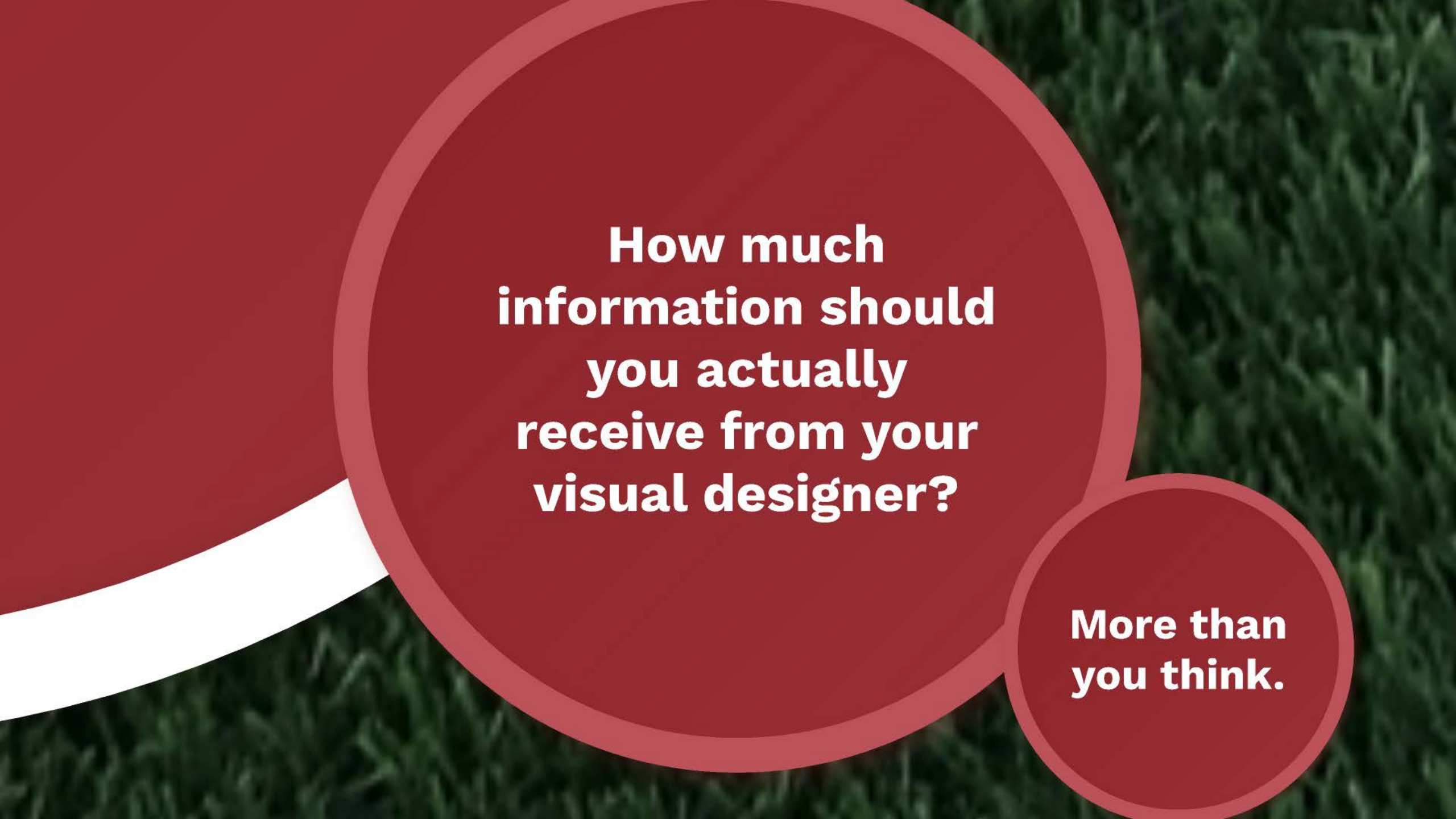
**Set
Expectations**

**Review
Rehearsal
Techniques**

Organize

- Study videos, drill charts, and design notes
- Communicate with drill designer, design team, staff members, and students
- Distribute all resources
- Plan for choreo, horn moves, turns, etc.
- Mark up your drill charts

**What should
you get?**



**How much
information should
you actually
receive from your
visual designer?**

**More than
you think.**

What you normally get:

- Charts, minis, coordinates, and UDB
- Counts and measures in drill
- 3D video of the drill

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What you should get:

- Instructional tips inside of the charts
- Notes pertaining to guard transitions
- Design notes inside of the charts
- Additional video with narration
(discussing show design, visual intent, focus, guard transitions, appropriate use of body, visual texture, etc.) in real time with the drill.

What you normally get:

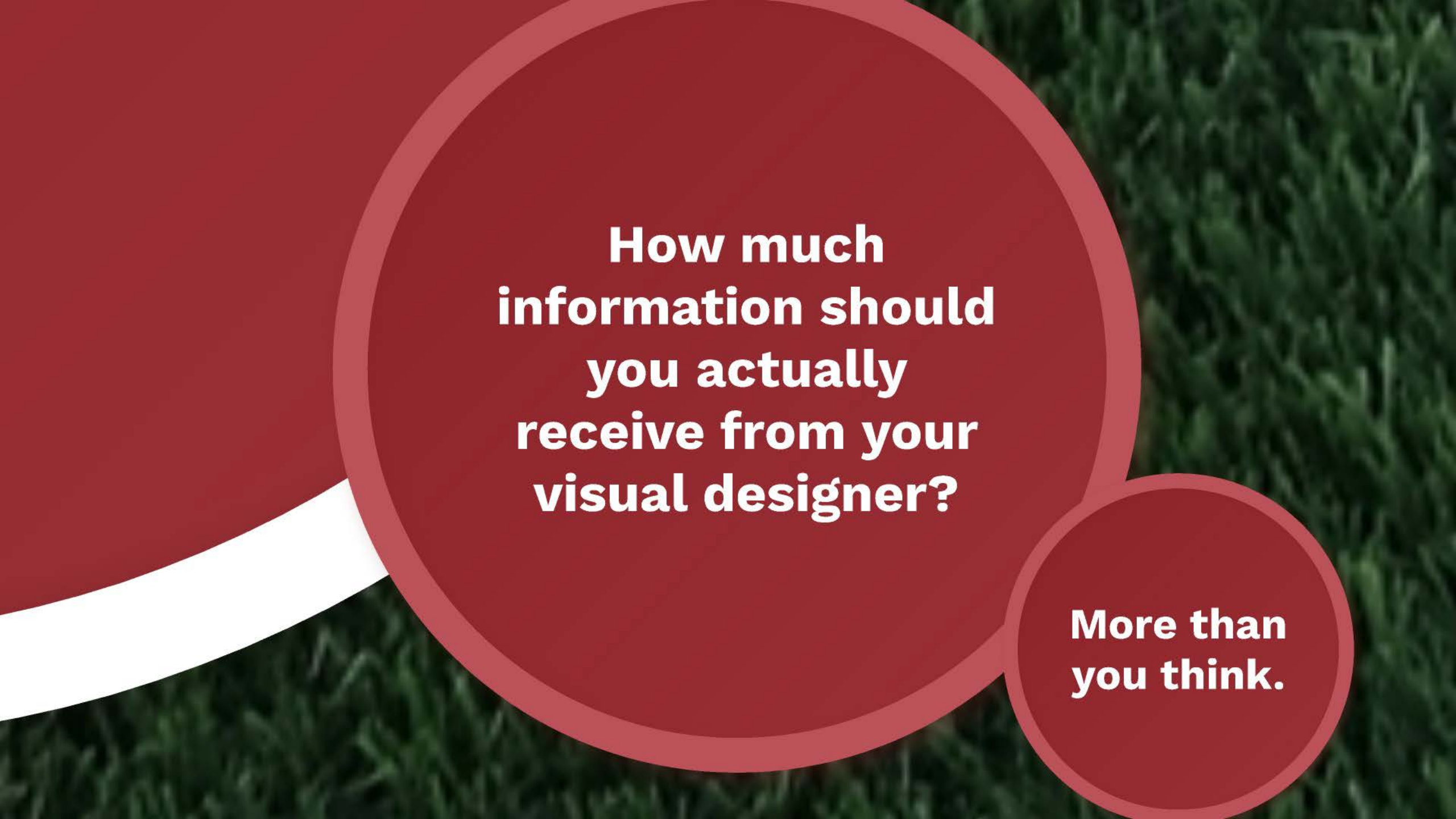
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**ALL OF MY
CLIENTS GET
THIS!**





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Organize

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**What should
you get?**

**Drill gets delivered,
now what?**

Organize

**Set
Expectations**

**Review
Rehearsal
Techniques**

Paradigms

- Quality over quantity
 - Never rush through it
- Visual rehearsal only
 - Music comes later

Norms

- Always use a metronome
- Silent rehearsal
- Students manage their own dots
 - Only staff can help students
- Everyone counts
- Always -1 rehearsal
 - +1 into and out of halts
- Acknowledge the BOX

**Drill gets delivered,
now what?**

Organize

**Set
Expectations**

**Review
Rehearsal
Techniques**

What is in the toolbox for the BOX?

Directives given by the BOX - Students execute the action:

- Turn and face - solidifies pathway and stepsize as you move in the direction of travel
- Rewind - march it back the way you came from
- Drill counting - emphasizes the count structure (i.e. 1 2 3 4 5 6 7 8)
- Mental spray paint - 'paint' your pathway from where you are to where you are going
- Field math - determine where your half way point and crossing counts are
- First step - practicing that first step on their own solidifies pathway and stepsize
- Mark time with step outs - solidify count structure and direction changes without moving
- Point to your dot - point at the dot the entire time you are traveling
- Vocalizing 'line' - saying line each time you cross a yardline
- Performance arms - without instruments, extending arms up high and towards the box
- Show style - facings, horn angles, choreo, etc. being done exactly as it is in the show
- Walk it out - silently find your next dot and squat down once you arrive
- Take a mental picture - snap a photo in your mind of exactly what you are seeing
- Stopping briefly - run pages while stopping on each one, calling form, then continuing

What is in the toolbox for field staff (visual)?

Actions that can be taken by the visual staff:

- Field time - turn on the metronome and tell the field staff they have two minutes to rep it
- Paint the form - actually paint the picture on the field, critical for curvelinear sets
- Get into the drill - Visual team should never watch from the sideline
- Adjust paths - make slight adjustments to pathways, hip shifts, etc. as issues arise
- Subsets - create subsets if necessary
- Rapid Fire - running choreo over and over, no comments, just reps
- If you can hear me - take only those around you and work in place

**Drill gets delivered,
now what?**

Organize

**Set
Expectations**

**Review
Rehearsal
Techniques**

The Midwest Clinic, 2024

CLEAN DRILL FROM DAY ONE

Casey Ehrler - Visual Designer, Instructor, and Consultant

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**A Strong
Foundation**

**Prior
Knowledge**

**Teaching and
Learning**

**Drill in
Hand**



CASEY EHRLER
VISUAL DESIGNS



Let's get to work!

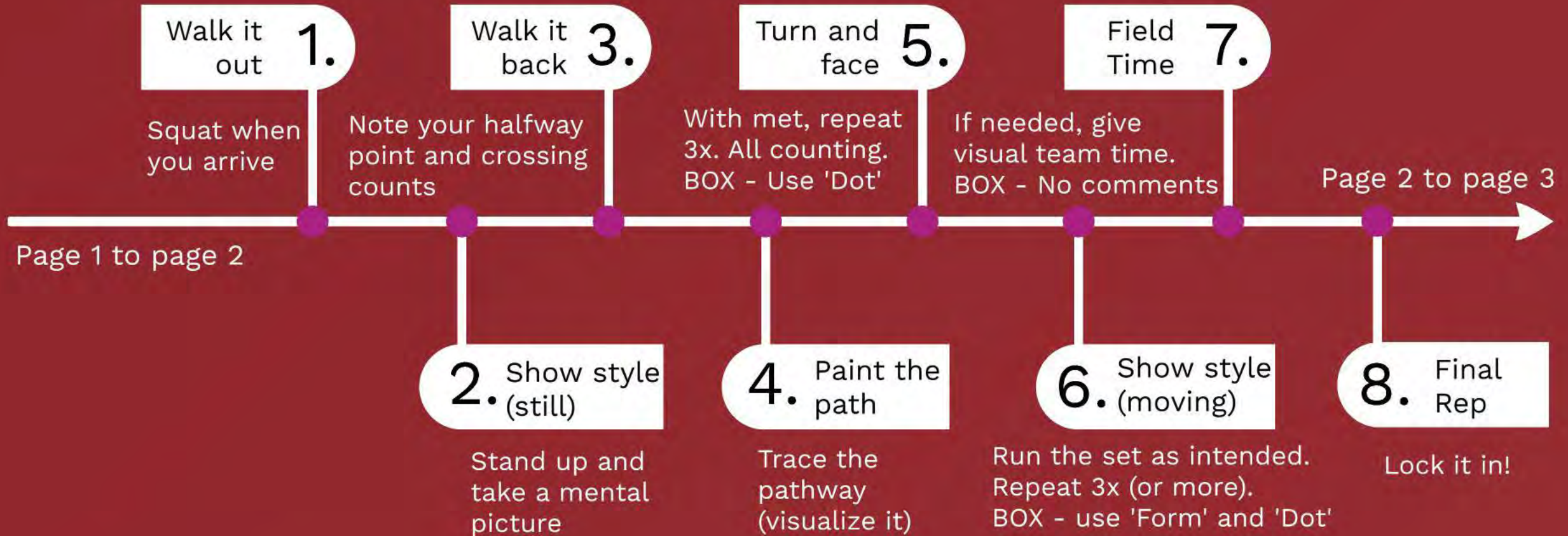
**Learning a
Page**

**Creating a
Chunk**

Build a Series

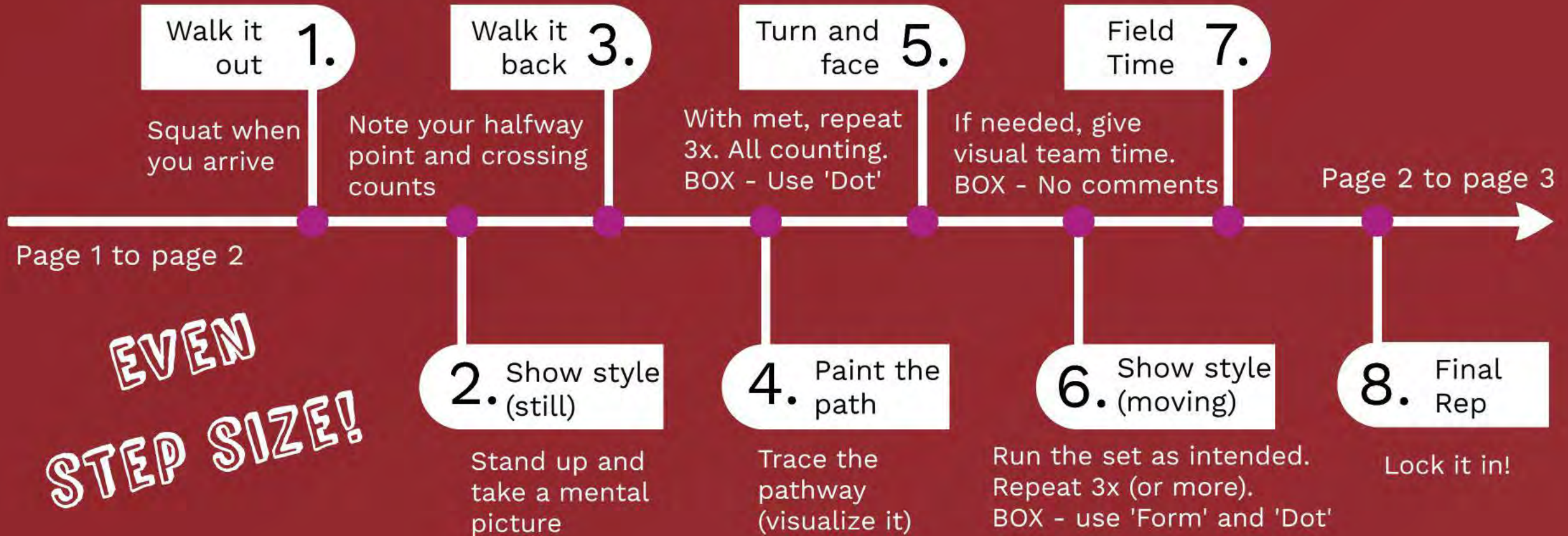
One page at a time:

You have already set page one with bodies and dot books; always learn without instruments. Now:



One page at a time:

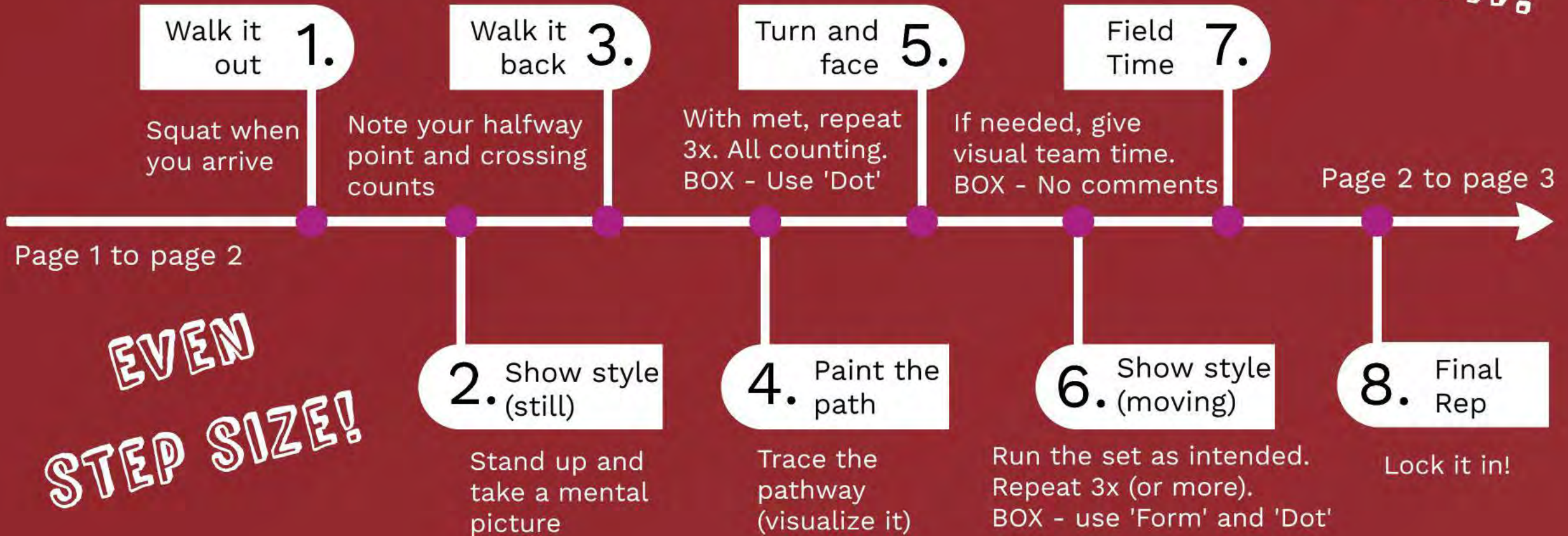
You have already set page one with bodies and dot books; always learn without instruments. Now:



One page at a time:

You have already set page one with bodies and dot books; always learn without instruments. Now:

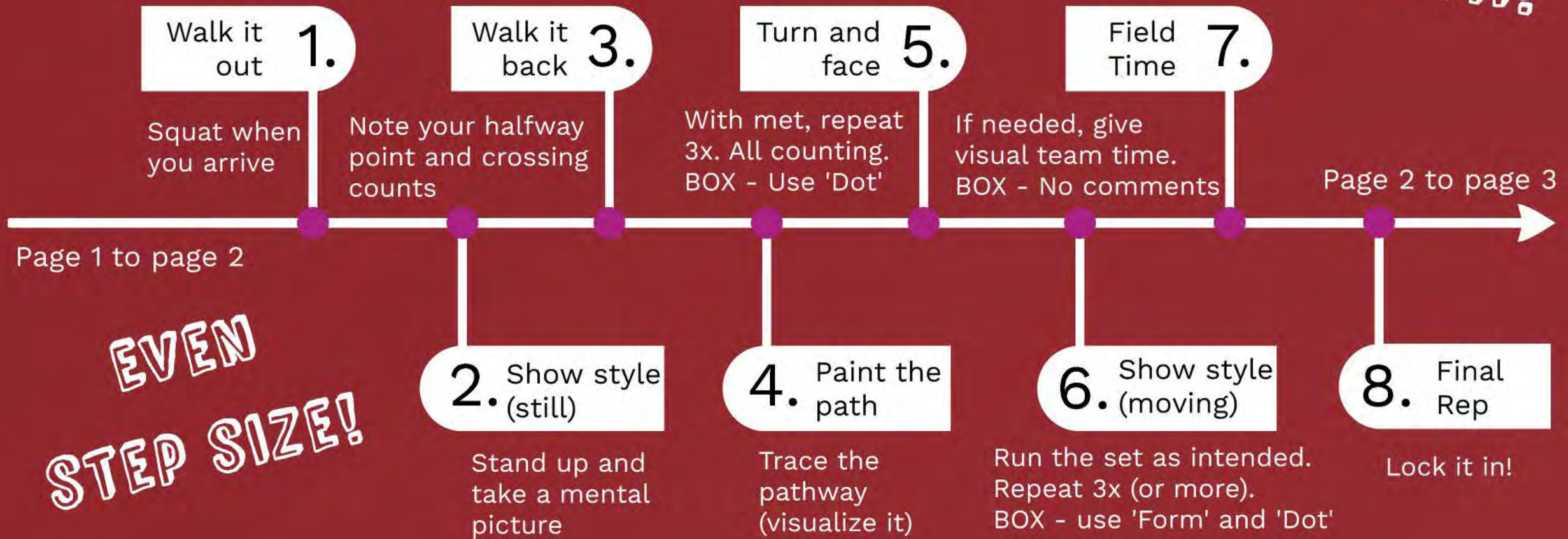
STRAIGHT LINE PATH!



One page at a time: *ONLY STAFF VOICES!*

You have already set page one with bodies and dot books; always learn without instruments. Now:

STRAIGHT LINE PATH!





Let's get to work!

**Learning a
Page**

**Creating a
Chunk**

Build a Series

Build it Slowly

- Repeat the aforementioned process for each page
- Once you have learned three pages (e.g. sets 1-3), put that together while stopping briefly.
 - Use 'form' only while between sets, 'form' then 'dot' only on the final set.
- Finally, combine sets 1-3 into one 'chunk,' running it continuously.



Let's get to work!

**Learning a
Page**

**Creating a
Chunk**

Build a Series

Series and Movements

- After creating a chunk, you move onto the next few pages
- Learn those individually and then combine them into a new chunk
- Combine chunks into a longer series
- Continue this process until you have learned all of the drill or completed the movement

Resource!



CONGRATULATIONS!

Series and
Movements

- After completing a chunk, break it down into smaller pieces and then combine them into a new chunk.
- Combine chunks into a longer series.
- Continue this process until you have learned all of the drill or completed the movement.

Resource!

**Get the
Presentation!**





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Presentation!**





Series and Movements

- After completing a chunk, break it down into smaller pieces, practice it individually and then combine them into a new chunk
- Combine chunks into a longer series
- Continue this process until you have learned all of the drill or completed the movement

Resource!

CONGRATULATIONS!



Let's get to work!

**Learning a
Page**

**Creating a
Chunk**

Build a Series

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