

Blue, White & Collegiate Class

Unit _____

Judge _____

General Effect

Blue White Collegiate



KEYSTONE INDOOR DRILL ASSOCIATION

Blue, White & Collegiate Class guards are comprised of basic level qualities in repertoire and performance.

Consider who, what and why each effect unfolds within and connects to complete the program.

Repertoire Effect					Performance Effect							
How developed and effective were the design components: Program Concept Creativity Production Values Appeal Intrigue Continuity and Flow Coordination Staging Musicality/Mood Detail, Nuance, Artistic Qualities					How successful were the performers as they: Engaged the Audience Embodied/Sustained Character, Role, Identity, Style Delivered/Sustained Impact, Resolutions, Climaxes Established/Sustained Designed Mood Displayed Visual Musicality Communicated Detail, Nuance & Artistic Qualities Demonstrated Excellence as an Effect							
Score					Score							
100					100							
Sub Caption Spreads												
Very comparable		Minor Differences			Definitive Differences			Significant Difference		Total		
1 to 2 tenths		3 to 4 tenths			5 to 9 tenths			10 & higher				
0 to 6	7	14	22	30	41	51	60	71	81	90	94	97
Seldom Experiences (WEAK) 0 to 6	Rarely Discovers (FAIR) 7 to 29			Sometimes Knows (GOOD) 30 to 59			Frequently Understands (EXCELLENT) 60 to 89			Always Applies (SUPERIOR) 90 to 100		200

GENERAL EFFECT CRITERIA REFERENCE
BLUE, WHITE & COLLEGIATE CLASS

REPERTOIRE EFFECT

PERFORMANCE EFFECT

<p>0 to 06 The program is unclear and underdeveloped.</p>	<p>0 to 06 There is a lack of performer involvement in creating appeal and emotion.</p>
<p>07 to 29 The program has some thought and may be clear, though undeveloped as the designer discovers and develops the program skills. Concepts are not sophisticated, but still may show some creativity, and are somewhat appealing. Program pacing is attempted, and at times engages the audience through the intended emotional or aesthetic responses. Equipment, movement and drill/staging have some fundamentals of staging & design and while often weak can occasionally depict the program concept and produce effect. Visual musicality is sporadic. Some attempt is made to coordinate elements. Production value of the program is minimal or growing. Incomplete program could limit scoring potential.</p>	<p>07 to 29 There is occasional or inconsistent performer involvement in creating appeal and emotion. Performers are discovering the skills of performance effectiveness, but are only sporadic in their application. Performers occasionally show an understanding of their roles. Occasional communication of performers' involvement exists between them and the audience. Performers display some awareness of their stylistic and general achievement responsibilities. Incomplete shows may limit the individuals' opportunity to demonstrate skill and achievement.</p>
<p>30 to 59 The program is clear and moderately developed; programming concepts have an adequate level of creativity and are somewhat appealing. Program pacing is attempted and engages the audience through effect responses. Equipment, movement and drill/staging have proper fundamentals of staging and design. Moments of audience intrigue are present and effective. Use of color, costume and props are moderately successful in enhancing the program and identity of the guard. Visual musicality and coordinated efforts yield some designed effects. The production value of the program is generally successful. The program may still be a work in progress</p>	<p>30 to 59 Levels of appeal and emotion are communicated by the performers who now know the skills involved in performance effectiveness. Performers display an understanding of their roles. Communication of performers' involvement at this level is developing and becoming more consistent between sections and throughout the show. Performers are aware of their stylistic responsibilities and are beginning to show moderate achievement for greater periods of time. The work may still be in progress, but it provides the performers an adequate opportunity to demonstrate skills.</p>
<p>60 to 89 The program is clear and identifiable with a good level of imagination and appeal. There is greater depth to the repertoire. Program pacing shows a sound understanding of the elements of planned effects and engages the audience successfully. Equipment, movement and drill/staging give interest to the program through good placement and design. Elements of appeal, visual musicality, and mood are more consistently sustained. Color, costume and props usually enhance the program and the identity of the guard. Coordination yields pleasing designed effects. The production value of the program is impressive and effective.</p>	<p>60 to 89 Improved levels of appeal and emotion are communicated by the performers who now understand the skills of performance effectiveness resulting in stronger communication with the audience. Performers display a confident understanding of their roles. Communication of performer involvement is more consistent from section to section and within the show as a whole. Performers consistently display an awareness of and adherence to their style at this level of development. There is a good achievement of excellence for this level.</p>
<p>90 to 100 The program shows full development within design ideas. Some more mature approaches to effect are present and effective. The program at this level is imaginative and appealing. The blend of concepts is clear and successful. Program pacing and planned effects through time fully engages the audience throughout. Equipment, movement and drill/staging depict the program concept with quality & range. The program shows logical planning incorporating correctness in all of the premises of program design for this class. Color, costume and props successfully enhance the program and the identity of the guard. Elements of appeal, visual musicality, and mood are fully sustained and effective and always enhance the program and the identity of the guard. Coordination always yields successful designed effects. The production value of the program is consistently successful and effective.</p>	<p>90 to 100 Strong levels of appeal and emotion are communicated by the performers. Performance techniques lend depth to the effective performance of the show, and performers communicate an understanding of their roles. Communication of performer involvement manipulates the audience's response. Performers adhere to their style. There is a high achievement of excellence throughout the performance</p>