

A Class guards are comprised intermediate levels of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability.

Stylistic diversity is to be encouraged with all choices given equal potential for success.

Composition

Score
100

Whose composition contained the greater:

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Reflection or enhancement of the audio including dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2	Box 3	Box 4	Box 5
0 to 6	7 14 22	30 40 50	60 70 80	90 94 98
Seldom Experiences 0 to 6	Rarely Discovers 7 to 29	Sometimes Knows 30 to 59	Frequently Understands 60 to 89	Always Applies 90 to 100

Excellence

Score
100

Whose performers demonstrated the better:

- Achievement of spacing, line, timing, and orientation
- Achievement of a dynamic range through the efforts of space, time, weight, and flow
- Adherence to style in equipment, movement, and motion
- Training, concentration, stamina, and recovery
- Achievement of characteristics, detail, and nuance

Sub Caption Spread Guidelines

Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL
200

WGI DESIGN ANALYSIS A CLASS

BOX 1 Seldom Exp. 0 to 06			BOX 2 Rarely Discovers 07 to 29			BOX 3 Sometimes Knows 30 to 59			POINTS OF COMPARISON	BOX 4 Frequently Understands 60 to 89			BOX 5 Always Applies 90 to 100														
0	3	6	7	13	14	21	22	29		30	39	40	49	50	59	60	69	70	79	80	89	90	93	94	97	98	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:						SOME/SOME	MOST/MOST	ALL/ALL to 4 SOME/SOME		SOME/SOME	MOST/MOST	ALL/ALL to 5 SOME/SOME	SOME/SOME	MOST/MOST	ALL/ALL												

COMPOSITION – AT AN INTERMEDIATE LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks read-ability. 	<ul style="list-style-type: none"> Occasional, presented singly. 	<ul style="list-style-type: none"> Knowledge of fundamentals of design and blending of elements. 	<p align="center">USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ</p>	<ul style="list-style-type: none"> Good knowledge of fundamentals of design and logic in EQ, MV and form, while additional challenges add depth. Growing understanding of triad options. 	<ul style="list-style-type: none"> Successful and appealing blend of design techniques in EQ, MV and form. Successful application of triad options.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Sometimes evident. 	<p align="center">MOTION TO CONNECT EVENTS</p>	<ul style="list-style-type: none"> Consistently incorporated. 	<ul style="list-style-type: none"> Successfully incorporated throughout.
	<ul style="list-style-type: none"> Infrequent, presented singly. Incomplete composition may limit scoring potential. 	<ul style="list-style-type: none"> Some orchestration, but ideas often presented singly. Questionable or incomplete unity of elements. 	<p align="center">DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</p>	<ul style="list-style-type: none"> Strong understanding of continuity, development and design for this level. Unity connects the design. 	<ul style="list-style-type: none"> Full understanding of horizontal and vertical orch. Consistent unity and successful design connection.
	<ul style="list-style-type: none"> Occasional, most often basic melody. 	<ul style="list-style-type: none"> Reflects the basic audio structure with occasional dynamic changes. 	<p align="center">REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</p>	<ul style="list-style-type: none"> Fully reflects the basic audio structure with dimensionality, and apparent dynamic changes. 	<ul style="list-style-type: none"> Consistently reflects with greater dimensionality and frequent dynamic changes.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Basically correct. Beginning level of imagination and artistic effort. 	<p align="center">IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</p>	<ul style="list-style-type: none"> Good level of imagination and artistic effort. 	<ul style="list-style-type: none"> Consistent display of imagination and artistic effort.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Basic for this class. 	<p align="center">VARIETY OF DESIGN CHOICES</p>	<ul style="list-style-type: none"> Good for this class. 	<ul style="list-style-type: none"> Broad for this class.
	<ul style="list-style-type: none"> Dysfunctional, abrupt 	<ul style="list-style-type: none"> Beginning understanding of logical transitions 	<p align="center">TRANSITIONS AND EQ CHANGES</p>	<ul style="list-style-type: none"> Logical and well designed. 	<ul style="list-style-type: none"> Embedded in the design, showing depth for this class.
	<ul style="list-style-type: none"> Rarely evident. 	<ul style="list-style-type: none"> Sometimes evident. 	<p align="center">CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> Elevate the composition beyond mere pictures. 	<ul style="list-style-type: none"> Define the details of the composition.

EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

<ul style="list-style-type: none"> Per-formers are generally unaware 	<ul style="list-style-type: none"> Occasional achievement. Sporadic uniformity. Still learning how to move through space. Incomplete program limits demonstration. 	<ul style="list-style-type: none"> Moderate achievement of space, line, time, and moving through space. Greater clarity, moderate uniformity. May still be in progress but provides opportunity to demonstrate skills. 	<p align="center">ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)</p>	<ul style="list-style-type: none"> Usually achieve space, time, line with expanded responsibilities adding to the range. Consistent achievement moving through space. 	<ul style="list-style-type: none"> Always achieved well and with clarity. Good uniformity relative to staging and orientation.
	<ul style="list-style-type: none"> Attempted but still learning. 	<ul style="list-style-type: none"> Moderate achievement of time and weight. 	<p align="center">ACHIEVEMENT OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</p>	<ul style="list-style-type: none"> Achieve an enhanced dynamic range. 	<ul style="list-style-type: none"> Growing range of space, time, weight and flow is understood and applied.
	<ul style="list-style-type: none"> Weak or sporadic. 	<ul style="list-style-type: none"> Recognizable but not well developed. 	<p align="center">ADHERENCE TO STYLE IN EQ, MV AND MOTION</p>	<ul style="list-style-type: none"> Evident and growing. 	<ul style="list-style-type: none"> Consistent broad range of beginning style.
	<ul style="list-style-type: none"> Frequent breaks and flaws without recovery. Concentration and stamina are sporadic. 	<ul style="list-style-type: none"> Growing physical and mental development for this class. Attempted recovery from breaks and flaws. Developing stamina and concentration. 	<p align="center">TRAINING, CONCENTRATION, STAMINA, RECOVERY</p>	<ul style="list-style-type: none"> Good physical and mental development for this class. Good recovery from infrequent breaks and flaws. Good display of concentration and stamina. 	<ul style="list-style-type: none"> Well-developed physical and mental development for this class. Quick recovery from rare breaks and flaws. Successful concentration and stamina.
	<ul style="list-style-type: none"> Weak or sporadic. 	<ul style="list-style-type: none"> Some. 	<p align="center">ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> Good understanding and enhancement. 	<ul style="list-style-type: none"> Clear, consistently achieved and enhanced with dynamic gradations.