

Local A Class guards demonstrate basic level qualities in repertoire and performance. Successful Effect combines a logically written repertoire with an achieved and communicated performance.

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

Repertoire Effect

Score
100

Whose repertoire contained the greater:

- Program Concept
- Creativity
- Production Value
- Range and Variety of Effects: Aesthetic, Emotional, Intellectual
- Intrigue
- Continuity and Flow
- Effective design of equipment and movement
- Coordination
- Staging
- Musicality/Mood
- Detail, Nuance, Artistic Qualities
- Pacing

Box 1	Box 2	Box 3	Box 4	Box 5
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

Performance Effect

Score
100

Whose performers better:

- Demonstrated Excellence as an Effect
- Engaged the Audience
- Embodied/Sustained Character, Role, Identity, Style
- Embodied/Sustained Impact, Resolutions, Climaxes
- Established/Sustained Designed Mood
- Displayed Visual Musicality
- Communicated Detail, Nuance and Artistic Qualities

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

GENERAL EFFECT CRITERIA REFERENCE
LOCAL A CLASS

REPERTOIRE EFFECT	PERFORMANCE EFFECT
<p>0 to 06 The program is unclear and confused.</p>	<p>0 to 06 There is a lack of performer involvement in creating appeal and emotion.</p>
<p>07 to 29 The program is still dealing with the most basic introductory design showing a blend of Regional A approaches combined with some higher levels of producing effect.</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.</p>
<p>30 to 59 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 staging have some fundamentals of 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>30 to 59 Moderate levels of appeal and emotion are communicated by the performers who are now learning the skills involved in performance effectiveness. Performers display a growing understanding of their roles. Communication of performers' involvement at this level is still 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 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 staging have proper fundamentals of design. Moments of audience intrigue are present and effective. The use of color, costume and props is 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>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 is mostly clear and identifiable with a moderate level of imagination and appeal. There is growing depth to the repertoire. Program pacing shows a growing understanding of the elements of planned effects and often engages the audience successfully. Equipment, movement, and staging give interest to the program through correct 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. There is a growing presence of coordination yielding pleasing designed effects. The production value of the program is moderately effective. The guard is ready for advancement to the next class.</p>	<p>90 to 100 Moderate levels of appeal and emotion are communicated by the performers. Growing performance techniques lend depth to the effective performance of the show, and performers communicate a growing understanding of their roles. Communication of performer involvement manipulates the audience's response. Performers mostly adhere to their style. There is a higher achievement of excellence throughout the performance.</p>