

Local A Class guards are comprised of basic levels of vocabulary skills and excellence. Success comes from strategic choices in vocabulary that lead to the achievement of excellence.

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

Vocabulary

Score _____

100

Whose vocabulary contained the greater:

- Range and variety of movement skills
- Dynamic range through the efforts of space, time, weight, and flow
- Depth, range, and variety of blend between equipment and body
- Range of material most compatible with performers' training

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		

Excellence

Score _____

100

Whose performers demonstrated the better:

- Understanding and application of movement principles
- Understanding and application of the efforts of space, time, weight, and flow
- Achievement of blended body and equipment challenges
- Development of breath, muscle, tension, flexion, and rotation
- Training to support vocabulary

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

MOVEMENT CRITERIA REFERENCE
LOCAL A CLASS

<u>VOCABULARY</u>	<u>EXCELLENCE</u>
<p>0 to 06 The vocabulary generally lacks readability.</p>	<p>0 to 06 Individuals show no training in movement principles.</p>
<p>07 to 29 The vocabulary is limited, repetitious or presented only as a single effort. Phrasing is short. Expressive techniques relative to dynamics are seldom understood or included. Vocabulary is occasionally compatible to the individual's skills. The movement program is extremely incomplete and may limit scoring potential.</p>	<p>07 to 29 Individuals are being introduced to the skills and principles, but lack uniformity in technique, method and timing, and are still struggling relative to movement principles. Body development is weak. Breaks and flaws are frequent. Expressive efforts are not even written into the program. Knowledge of breath, muscle, tension or flexion is still not understood or applied. Concentration is weak. Adherence to style is not yet understood. The training process is not apparent.</p>
<p>30 to 59 The vocabulary is beginning to include some variety and occasionally combines with equipment or motion. Phrases are lengthening. The gradations of time and weight are growing. The vocabulary is more frequently compatible to the individual's skills. The work may still be in progress, but it provides the performer with an adequate opportunity to develop their range.</p>	<p>30 to 59 Individuals are experiencing the skills and principles. Individuals display some uniformity in technique, method and timing, and show some training relative to movement principles. Body development is inconsistent causing variations in the look of the movement. Breaks and flaws are frequent. Expressive efforts are not yet understood and in some cases, are not even written into the program. Knowledge of breath, muscle, tension or flexion is still not understood or applied. Concentration is sporadic. Adherence to style is still inconsistent. The training process is in a developing stage.</p>
<p>60 to 89 The vocabulary contains growing variety and combines with equipment or motion. Phrases are longer. The gradations of time and weight are becoming more apparent and extend the choreographed vocabulary range. The vocabulary is more compatible to the individual's skills.</p>	<p>60 to 89 Individuals are still discovering the skills and principles. Individuals display some uniformity in technique, method and timing, and show moderate training relative to movement principles. Body development is less inconsistent. Breaks and flaws are less frequent. Expressive efforts are starting to manifest especially in time and weight. Knowledge of breath, muscle, tension or flexion is starting to be applied. Concentration is growing. Adherence to style is improving. The training process is more apparent.</p>
<p>90 to 100 The vocabulary contains variety and more frequently combines with equipment or motion. Phrases are more dimensional. The gradations of time and weight are apparent and extend the vocabulary range. The vocabulary is often compatible to the individual's skills. The work provides the performer with an adequate opportunity to develop their range.</p>	<p>90 to 100 Individuals show an understanding of principles and expressive efforts, and achieve more consistently in technique, method and timing. Principles and expressive efforts are understood but may vary from individual to individual or relative to the effort required. There is more consistency in the ease with which individuals move through space. Body qualities are still developing, causing some variation in the look of the equipment. There is a growing knowledge of muscle, tension, flexion, rotation and breath, and is occasionally applied in efforts. There are some periods of time when dynamic gradations of time & weight are achieved. Breaks and flaws still occur but recovery is beginning to evolve. Concentration and stamina are developing and are moderately achieved at a level. All methods and techniques reflect an average degree of physical and mental development. Adherence to style is developing. The training process is at a moderate level.</p>