

Open Class guards are comprised of intermediate and some advanced levels of vocabulary skills and excellence.

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



Open Class Equipment

Vocabulary

Score

100

Whose vocabulary contained the greater:

- Range, variety and depth of equipment 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 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:

- Understanding and application of equipment principles
- Understanding and application of dynamic range, through 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

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	22	14	21	29		30	39	59	60	69	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								

VOCABULARY— AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:																						
<ul style="list-style-type: none"> Generally lacks readability 	<ul style="list-style-type: none"> Sporadic, with some variety. Longer phrases. Extremely incomplete program may limit scoring potential. 	<ul style="list-style-type: none"> Good, with fuller phrases, variety, direct and indirect planes, dimensionality, ambidexterity and versatility. Methods and techniques require average physical and mental development. May still be in a work in progress, but provides adequate opportunity. 	RANGE, VARIETY AND DEPTH OF EQ SKILLS	<ul style="list-style-type: none"> Broad and varied, with good depth. Phrases are longer, more dimensional and move through multiple planes, with increased ambidexterity and versatility. Methods and techniques require good physical and mental development. 	<ul style="list-style-type: none"> Enriched with challenges containing variety and versatility, with frequent ambidexterity and varied combinations in both direct and indirect multi-planar work. Methods and techniques require strong physical and mental development at this level. 																	
	<ul style="list-style-type: none"> Apparent gradations of time and weight offer some range. 	<ul style="list-style-type: none"> Good, involving gradations of space, time, weight and flow as an integral part of all methods and techniques. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> A broad and varied range of gradations of space, time, weight, and flow. 	<ul style="list-style-type: none"> A good dynamic range to provide consistent and full choreographic opportunity. Consistent connection between MV and EQ dynamics. 																	
	<ul style="list-style-type: none"> Occasionally combined with MV, motion or staging. 	<ul style="list-style-type: none"> Good, involving combinations with MV or staging. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> Significantly blended on MV or staging. 	<ul style="list-style-type: none"> Consistent multiple and layered responsibilities. 																	
	<ul style="list-style-type: none"> Occasionally. 	<ul style="list-style-type: none"> Usually compatible. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly compatible. 	<ul style="list-style-type: none"> Fully compatible. 																	

EXCELLENCE - AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:																						
<ul style="list-style-type: none"> Inadequate training in EQ principles. 	<ul style="list-style-type: none"> Experiencing some training. Style not defined. Some uniformity in method and timing. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual. Developing style. Moderate method and timing. Beginning awareness of moving through space in both isolated EQ skills and skills done on or around the body. 	UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES	<ul style="list-style-type: none"> Advanced intermediate principles are understood and developing with stronger application. Good uniformity in method, style and timing. Good understanding of moving through space in both isolated EQ skills and skills done on or around the body. 	<ul style="list-style-type: none"> Advanced intermediate principles are applied and consistently achieved, with strong uniformity in method, style and timing. Strong achievement moving through space in isolated EQ skills, skills done on or around the body. 																	
	<ul style="list-style-type: none"> Not understood. 	<ul style="list-style-type: none"> Longer periods of moderate achievement of gradations of space, time, weight and flow. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> An advanced intermediate dynamic range is understood with clear to strong application. Good connection between EQ and MV dynamics. 	<ul style="list-style-type: none"> An advanced intermediate dynamic range is applied, clear, and consistently achieved. Consistent connection between EQ and MV dynamics. 																	
	<ul style="list-style-type: none"> Inconsistent body development causes variations in look of the EQ. 	<ul style="list-style-type: none"> Bodies are moderately trained to handle and control the EQ. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Bodies are well trained at this level to handle and control the EQ. Sound achievement of multiple or layered responsibilities. 	<ul style="list-style-type: none"> Body training supports good EQ skills. Strong and consistent achievement of multiple or layered responsibilities. 																	
	<ul style="list-style-type: none"> Knowledge not fully applied at this level. 	<ul style="list-style-type: none"> Knowledge is more understood and applied. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Used in support of EQ skills. 	<ul style="list-style-type: none"> Applied throughout and work well to achieve all responsibilities. 																	
	<ul style="list-style-type: none"> Developing training. Rare recovery from frequent breaks and flaws. Sporadic concentration. Incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate training, relative to skills. Evolving recovery from breaks and flaws. Developing concentration and stamina, with good achievement during multiple or layered responsibilities. Average physical and mental development. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Well-developed training for this level. Good recovery from infrequent breaks and flaws. Consistent concentration and stamina. Good physical and mental development for this level. Some success at occasional advanced challenges. 	<ul style="list-style-type: none"> Fully developed training for this level. Quick recovery from infrequent breaks and flaws. Consistently achieved concentration and stamina. Full physical and mental development for this level. Good success at some advanced challenges. 																	

Open Class guards are comprised of intermediate to some advanced levels of vocabulary skills and excellence.

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

Vocabulary

Score

100

Whose vocabulary contained the greater:

- Range, variety and depth 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 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:

- Understanding and application of movement principles
- Understanding and application of dynamic range, through 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

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers			BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies		
0 to 06			07 to 29			30 to 59				60 to 89			90 to 100		
0	3	6	7	13	22	30	39	50		60	69	80	90	93	98
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

VOCABULARY— AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:														
<ul style="list-style-type: none"> Generally lacks readability 	<ul style="list-style-type: none"> Sporadic, with some variety. Longer phrases. Extremely incomplete program may limit scoring potential. 	<ul style="list-style-type: none"> Good, with fuller phrases, variety, direct and indirect planes, dimensionality, and some versatility. Methods and techniques require average physical and mental development. May still be in a work in progress, but provides adequate opportunity. 	RANGE, VARIETY AND DEPTH OF MV SKILLS	<ul style="list-style-type: none"> Broad and varied, with good depth. Phrases are longer, more dimensional and move through multiple planes, with increased versatility. Methods and techniques require good physical and mental development. 	<ul style="list-style-type: none"> Enriched with challenges containing variety and versatility, with frequent dexterity and varied combinations in both direct and indirect multi-planar work. Methods and techniques require strong physical and mental development at this level. 									
	<ul style="list-style-type: none"> Apparent gradations of time and weight offer some range. 	<ul style="list-style-type: none"> Good, with moderate gradations of space, time, weight and flow. 	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> A broad and varied range of gradations of space, time, weight, and flow. 	<ul style="list-style-type: none"> A consistent and full dynamic range of gradations of space, time, weight, and flow. Consistent connection between MV and EQ dynamics. 									
	<ul style="list-style-type: none"> Occasionally combined with EQ, motion or staging. 	<ul style="list-style-type: none"> Good, involving combinations with EQ or staging. 	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> Significantly blended on EQ or staging. 	<ul style="list-style-type: none"> Consistent multiple and layered responsibilities. 									
	<ul style="list-style-type: none"> Occasionally. 	<ul style="list-style-type: none"> Usually compatible. 	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> Mostly compatible. 	<ul style="list-style-type: none"> Fully compatible. 									

EXCELLENCE - AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:														
<ul style="list-style-type: none"> Inadequate training in MV principles. 	<ul style="list-style-type: none"> Discovering the skills required for achievement and experiencing development relative to MV principles. Style not defined. Some uniformity in method and timing. 	<ul style="list-style-type: none"> Understood but may vary from individual to individual. Developing style. Moderate method and timing. Beginning awareness of moving through space in both isolated skills and skills done in support of the EQ. 	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> Advanced intermediate principles are understood and developing with stronger application. Good uniformity in method, style and timing. Good understanding of moving through space in both isolated skills and skills done in support of the EQ. 	<ul style="list-style-type: none"> A strong range of advanced intermediate principles are applied and consistently achieved, with strong uniformity in method, style and timing. Strong achievement moving through space in both isolated skills and skills done in support of the EQ. 									
	<ul style="list-style-type: none"> Experiencing development, not yet understood. 	<ul style="list-style-type: none"> Longer periods of moderate achievement of gradations of space, time, weight and flow. 	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> An advanced intermediate dynamic range is understood with clear to strong application. Good connection between EQ and MV dynamics. 	<ul style="list-style-type: none"> A strong advanced intermediate dynamic range is applied, clear, and consistently achieved. Consistent connection between EQ and MV dynamics. 									
	<ul style="list-style-type: none"> Inconsistent body development causes variations in the look of the choreography. 	<ul style="list-style-type: none"> Bodies are moderately trained to handle and control the EQ. 	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> Bodies are well prepared to handle and control the EQ. Sound achievement of multiple or layered responsibilities. 	<ul style="list-style-type: none"> Good body development supports the EQ responsibilities. Strong and consistent achievement of multiple or layered responsibilities. 									
	<ul style="list-style-type: none"> Knowledge not fully applied at this level. 	<ul style="list-style-type: none"> Knowledge is more understood and applied. 	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> Used in support of all skills. 	<ul style="list-style-type: none"> Applied throughout and work well to achieve all responsibilities. 									
	<ul style="list-style-type: none"> Developing training. Rare recovery from frequent breaks and flaws. Sporadic concentration. Incomplete program may limit training demonstration. 	<ul style="list-style-type: none"> Moderate training, relative to skills. Evolving recovery from breaks and flaws. Developing concentration and stamina, with good achievement during multiple or layered responsibilities. Average physical and mental development. 	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> Well-developed training for this level. Good recovery from infrequent breaks and flaws. Consistent concentration and stamina. Good physical and mental development for this level. Some success at occasional advanced challenges. 	<ul style="list-style-type: none"> Fully developed training for this level. Quick recovery from infrequent breaks and flaws. Consistently achieved concentration and stamina. Full physical and mental development for this level. Good success at some advanced challenges. 									

Open Class guards are comprised of intermediate and some advanced levels of depth, quality of design, and excellence.

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

Composition

Score

100

Whose composition contained the greater:

- Use and interrelationship 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
- 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 wider 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

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	22	29	30	39		50	59	60	69	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 TO SOME ADVANCED LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<ul style="list-style-type: none"> Generally lacks readability. 	<ul style="list-style-type: none"> Occasional awareness of fundamentals and logic. Weak composing process and/or elements. 	<ul style="list-style-type: none"> Knowledge of fundamentals of design, logic and variety. Moderate quality and depth in the use of design elements within form, body, or EQ. Correct composing process, with sound elements for this class. 	<p>USE AND INTERRELATIONSHIP OF DESIGN ELEMENTS IN FORM, BODY AND EQ</p>	<ul style="list-style-type: none"> Good knowledge of fundamentals of design, logic and variety in form, body, and EQ. Good use of elements, with exploration of sophisticated techniques to add depth. Strong composing process and elements for this class. 	<ul style="list-style-type: none"> Broad knowledge of fundamentals of design, logic and variety in form, body, and EQ. Strong and successful composing process and elements for this class.
	<ul style="list-style-type: none"> Rare and/or weak connection of events through motion in form, body or EQ. 	<ul style="list-style-type: none"> Moderate connection of events through motion in form, body or EQ. 	<p>MOTION TO CONNECT EVENTS</p>	<ul style="list-style-type: none"> Good connection of events through motion in form, body and EQ. 	<ul style="list-style-type: none"> Strong connection of events through motion in form, body and EQ.
	<ul style="list-style-type: none"> Some understanding of horizontal orchestration and design. Lacking in development and crafting of phrases. Incomplete composition may limit scoring potential. 	<ul style="list-style-type: none"> Good understanding of horizontal orchestration and design. Basic crafting of EQ and MV phrases. Mostly correct vertical orch. Moderate fusion of triad options and dimensionality. Developing or incomplete unity of elements. 	<p>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</p>	<ul style="list-style-type: none"> Well-developed horizontal orchestration, design and continuity. Good crafting of EQ and MV phrases. Good depth and success in vertical orchestration. Good fusion of triad options. Good unity elevates the design. 	<ul style="list-style-type: none"> Broad understanding of horizontal and vertical orchestration, design and continuity. Strong crafting of EQ and MV phrases. Consistent dimensionality and fusion of triad options. Consistent unity always connects design elements.
	<ul style="list-style-type: none"> Occasional, most often basic melody with minimal dynamic range. 	<ul style="list-style-type: none"> Fairly successful, involving exploration of multiple lines and some elevation of design quality through dynamic range. 	<p>REFLECTION/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</p>	<ul style="list-style-type: none"> Explores the inner structure of the audio with a clear dynamic range. 	<ul style="list-style-type: none"> Consistently explores the inner structure of the audio through dimensionality and a clear, varied, and detailed dynamic range.
	<ul style="list-style-type: none"> Minimal. Artistic effort is rarely part of the composition having been neither written nor achieved. 	<ul style="list-style-type: none"> Moderate level of imagination and artistic effort for this class. 	<p>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</p>	<ul style="list-style-type: none"> Good level of imagination and artistic effort. provides a good vehicle for artistic effort for this class. 	<ul style="list-style-type: none"> Consistent display of imagination and artistic effort for this class.
	<ul style="list-style-type: none"> Minimal for this class. 	<ul style="list-style-type: none"> Basic for this class. 	<p>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"> Mostly correct. 	<p>TRANSITIONS AND EQ CHANGES</p>	<ul style="list-style-type: none"> Logical and well designed. 	<ul style="list-style-type: none"> Strong for this class.
	<ul style="list-style-type: none"> Sporadic. 	<ul style="list-style-type: none"> Fairly successful 	<p>CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> Good depth and success. 	<ul style="list-style-type: none"> Elevate the depth of the composition.

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

<ul style="list-style-type: none"> Per-formers are weak in training at this level. 	<ul style="list-style-type: none"> Some understanding and occasional achievement. Some uniformity. Incomplete program limits demonstration. 	<ul style="list-style-type: none"> More consistent, with greater clarity and fairly good uniformity. May still be in progress but provides opportunity to demonstrate skills. 	<p>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)</p>	<ul style="list-style-type: none"> Good level of understanding and consistent achievement. 	<ul style="list-style-type: none"> All responsibilities are understood and achieved with excellence and clarity.
	<ul style="list-style-type: none"> Occasional achievement of a narrow range for this class. 	<ul style="list-style-type: none"> Longer periods of moderately achieved gradations of space, time, weight and flow. 	<p>ACHIEVEMENT OF A WIDER DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</p>	<ul style="list-style-type: none"> A growing range is understood and consistently achieved. 	<ul style="list-style-type: none"> A good range is understood and applied.
	<ul style="list-style-type: none"> Occasional. 	<ul style="list-style-type: none"> Developing; becoming evident and consistent. 	<p>ADHERENCE TO STYLE IN EQ, MV AND MOTION</p>	<ul style="list-style-type: none"> Good. 	<ul style="list-style-type: none"> Fully recognizable.
	<ul style="list-style-type: none"> Attempted recovery from frequent breaks and flaws. Concentration and stamina vary and are sporadic. 	<ul style="list-style-type: none"> Growing physical and mental development. Attempted recovery from breaks and flaws. Moderately achieved stamina and concentration. 	<p>TRAINING, CONCENTRATION, STAMINA, RECOVERY</p>	<ul style="list-style-type: none"> Good physical and mental development for this class. Strong recovery from infrequent breaks and flaws. Consistent and on-going display of concentration and stamina. 	<ul style="list-style-type: none"> Fully developed physical and mental development for this class. Quick recovery from rare breaks and flaws. Successful and sustained concentration and stamina.
	<ul style="list-style-type: none"> Rare. 	<ul style="list-style-type: none"> Occasional. 	<p>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</p>	<ul style="list-style-type: none"> Strong and clear. 	<ul style="list-style-type: none"> Excellent and consistent.

Open Class guards demonstrate intermediate and some advanced level qualities in repertoire and 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 & Production Values
- Dramatic Contour & Pacing of Planned Effects
- Effective Design of Equipment, Movement, and Staging
- Range and Variety of Effects: Aesthetic, Emotional, Intellectual
- Musicality/Mood

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

Performance Effect

Score

100

Whose performers better:

- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- Demonstrated Excellence as an Effect
- Engaged the Audience through a Range and Variety of Effects
- Established/Sustained Designed Mood, Artistic Qualities, and Visual Musicality

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

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	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										

REPERTOIRE EFFECT – AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE REPERTOIRE CONTAINED THE

<ul style="list-style-type: none"> The program is not clear and identifiable. 	<ul style="list-style-type: none"> Programming is not yet fully understood or demonstrated. Some moderate design ideas, but concepts are not clear or successful. Minimal, adequate, or growing PV. Incomplete program limits scoring potential. 	<ul style="list-style-type: none"> Program intent is clear and successfully employs repertoire design principles, with moderate imagination and variety. Generally successful PV provides moderate enhancement. Program may still be a work in progress. 	<p>PROGRAM CONCEPT AND PRODUCTION VALUE</p>	<ul style="list-style-type: none"> Well developed and effective, with strong design principles and creative ideas. Impressive and effective PV enhances the program. 	<ul style="list-style-type: none"> Strong, fully developed and effective, engages the audience through creative ideas. Consistently impressive and effective PV provides completely successful enhancement. There is maturity to the program.
	<ul style="list-style-type: none"> Demonstrates the basics but must be further developed to produce the desired reaction. 	<ul style="list-style-type: none"> Successful awareness of effect planning produces a good level of effect. Imagination and surprise elevate the programming. 	<p>DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS</p>	<ul style="list-style-type: none"> Good effect planning and strong audience intrigue. Planned effects are successful. 	<ul style="list-style-type: none"> Well planned, successful and unique, with creative concepts.
	<ul style="list-style-type: none"> Only basically depict the program concept, and need greater development. Principles of coordination are understood and produce some effect. Crafting of EQ and MV phrases is not apparent. 	<ul style="list-style-type: none"> A moderate range of development, and coordination, imagination and surprise. Basic crafting of EQ and MV phrases is apparent and moderately effective. 	<p>EFFECTIVE DESIGN OF EQ, MV AND STAGING</p>	<ul style="list-style-type: none"> A good range of creative ideas, development, coordination, and crafting of EQ and MV phrases, successfully engages the audience. 	<ul style="list-style-type: none"> EQ/MV design, staging, coordination, and crafting of phrase explore a wide range of development with variety and interest.
	<ul style="list-style-type: none"> Only basically depict the program concept, and need greater development. 	<ul style="list-style-type: none"> Some variety adds interest. Imagination, surprise, and personality elevate the programming. 	<p>RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL</p>	<ul style="list-style-type: none"> Greater variety, depth and maturity add interest to the repertoire. 	<ul style="list-style-type: none"> Imaginative and successful variety adds interest/depth to the repertoire.
	<ul style="list-style-type: none"> Moderate musical interpretations are attempted but not fulfilled. Mood is not sustained and intended effect is questionable/limited. 	<ul style="list-style-type: none"> Moderate to good range of interpretation. 	<p>MUSICALITY/ MOOD</p>	<ul style="list-style-type: none"> Mood and visual musicality explore more complex interpretations and are consistently successful. 	<ul style="list-style-type: none"> Mood and visual musicality successfully explore varied interpretations.

PERFORMANCE EFFECT - AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE PERFORMERS BETTER:

<ul style="list-style-type: none"> Audience engagement and emotion are not yet communicated by the performers. 	<ul style="list-style-type: none"> Impaired by insecurity, struggle with new material or lack of training. Incomplete program limits the opportunity to demonstrate skills. 	<ul style="list-style-type: none"> Moderate engagement and range through a moderate dialog with the audience. 	<p>ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS</p>	<ul style="list-style-type: none"> Consistent engagement of a good range through successful and effective dialog with the audience. 	<ul style="list-style-type: none"> Strong, with some advanced techniques and ability to manipulate audience response throughout.
	<ul style="list-style-type: none"> Occasional, exploring some moderate skills but do not yet manipulate audience's involvement. 	<ul style="list-style-type: none"> Aware, with a good understanding and achievement most of the time. 	<p>EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE</p>	<ul style="list-style-type: none"> A growing range is fully understood, with consistently good achievement. 	<ul style="list-style-type: none"> Consistent, with some advanced techniques and ability to manipulate audience response throughout.
	<ul style="list-style-type: none"> Occasional, exploring some moderate skills but do not yet manipulate audience's involvement. 	<ul style="list-style-type: none"> Developing, with some consistency from section to section and moment to moment. 	<p>DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS</p>	<ul style="list-style-type: none"> Consistent from section to section moment to moment. 	<ul style="list-style-type: none"> Strong, with some advanced techniques and ability to manipulate audience response throughout.
	<ul style="list-style-type: none"> Occasional, exploring some moderate skills but do not yet manipulate audience's involvement. 	<ul style="list-style-type: none"> Developing, with some consistency from section to section and moment to moment. 	<p>ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY</p>	<ul style="list-style-type: none"> Consistent from section to section moment to moment. 	<ul style="list-style-type: none"> Strong, with some advanced techniques and ability to manipulate audience response throughout.
	<ul style="list-style-type: none"> Some excellence for effect. 	<ul style="list-style-type: none"> Moderate excellence for effect. 	<p>DEMONSTRATED EXCELLENCE AS AN EFFECT</p>	<ul style="list-style-type: none"> Good excellence for effect is usually demonstrated. 	<ul style="list-style-type: none"> Strong excellence for effect throughout.