

PPAACC Local A Class Classification Qualities

	Senior A	Senior AA	Senior AAA
Overall	<ul style="list-style-type: none"> •Train for the excellent demonstration of principles essential at a beginning level •Priority is development of primary technical skills and the introduction of expression •Show design and generation of effect are much less important. 	<ul style="list-style-type: none"> •Somewhat more competitive than Senior A; still focused on the training and achievement of entry level skills, but with more variety •Design and thematic efforts play a more prominent role than in Senior A, but are still at beginning levels 	<ul style="list-style-type: none"> •Introduction to National A class skills and programming, but with shorter show length •Exploring National A class skills in 1 or more captions, but are still developing in other captions
Movement	<ul style="list-style-type: none"> •Simple jumps, hops, leaps •Simple moves into the ground •Introductory drill/staging responsibilities •Dynamic effort qualities mostly time, weight •Simple movement or shaping layered with equipment •Use of isolated body parts •Moving from place to place with a good range of gestural qualities •Occasional level changes around the body •Individual spotlight performers offer more advanced efforts 	<ul style="list-style-type: none"> •Expanding range of dynamic & expressive qualities •Beginning torso & level changes •Beginning changes in weight, time, and space •Variety of simple turns •Basic moves into the ground •Postural & gestural shaping •Basic drill/staging responsibilities •Movement or shaping layered with equipment 	<ul style="list-style-type: none"> •Expanded torso & level changes •Expanded weight, time, space, & expressive qualities •Chasses & sautes in traveling •Grand jetes •More varied moves into the ground •Layering & longer phrases •Broader drill/staging responsibilities •Balance moves, turns on 1 leg, attitudes
Equipment	<ul style="list-style-type: none"> •Expressive dynamic efforts mostly time & weight •Tosses usually no higher than a triple, typically from a stationary position •Primarily short phrases, with apparent recovery time •Beginning exploration of dimensionality & some layering of efforts •Equipment & movement phrases to create dimensionality take place in a fixed position •Simple exchanges •Individual spotlight performers offer more advanced efforts 	<ul style="list-style-type: none"> •Tosses display more variety of release/catch points; usually no higher than a quad •More exploration of basic dimensionality, some layering on movement •Phrase length primarily short with occasional longer phrases, with apparent recovery time •Equipment & movement phrases to create dimensionality often take place in fixed position •Carving/extensions •Beginning multi-planal work •Basic exchanges •Individual spotlight performers offer more advanced efforts •More developed program with skills demonstrated more frequently •Increasing use of two elements of the triad simultaneously with occasional use of all three •Logical design of events, with emphasis on elements of balance, space, line, texture, and shape •Musical structure reflected by obvious melodic line, phrasing, meter, with some dynamics 	<ul style="list-style-type: none"> •Expanded variety of tosses, carving/extensions, multi-planal work •Some hand to hand, hand changes, and ambidexterity •Some work from different parts of the equipment •Layering & longer phrases •Full range of dynamic efforts •More complex exchanges •Exploration of basic principles of the fusion of triad options, blending of basic skills •Reflection of the musical structure will show melodic line, phrasing, meter, tempo, dynamics, and some rhythm •Some longer and more layered phrases •Excellence focused on clarity & readability, timing & accuracy, ensemble cohesiveness, and qualities of expressive dynamics
Design Analysis	<ul style="list-style-type: none"> •Correct basics of composition •Logic & presentation with good connections and flow from one single idea to the next •Beginning artistic effort •Clear staging of effort •Logical progression of ideas (horizontal orches.) •Basic use of design elements •Elements most often presented singularly and occasionally presented two at a time •Excellence priorities: definition of forms, timing/accuracy of equipment & movement, pulse, in-step, consistent steps offs & builds to new sets 	<ul style="list-style-type: none"> •Production value created through soundtrack, color/costumes, basic set & floor design •Clear program concept shows basic development and some artistic efforts •Imagination most often seen in the uniqueness of the program concept •A variety of methods of creating effect •Planned effects & impact points paced at a basic level •Performers have recognizable identities; role, character, & emotional development is more developed but at a basic level with minimal changes 	<ul style="list-style-type: none"> •Imaginative program with sound, logical design setting achievable performance standards •Concept & intent are clear, consistent, show a greater use of artistic effort & are moderately developed •Planned effects paced at basic level, with logical flow, continuity & coordination of ideas, impact points & resolutions •Performers can relate to soundtrack, understand & reflect the musical mood & intent •Characterization is more developed & with occasional exploration of changes in the emotional character
General Effect	<ul style="list-style-type: none"> •Beginning level design & performance skills/achievement •Basic production value achieved through soundtrack, color &/or simple props/set/floor •A charming program concept performed with very beginning skills could make GE the strongest caption •Concept & intent show basic development •Single efforts & simple responsibilities •Occasional layering of simple skills & combining of simple effect tools •Ideas move successfully from one to another •Basic performer role & character development 	<ul style="list-style-type: none"> •Production value created through soundtrack, color/costumes, basic set & floor design •Clear program concept shows basic development and some artistic efforts •Imagination most often seen in the uniqueness of the program concept •A variety of methods of creating effect •Planned effects & impact points paced at a basic level •Performers have recognizable identities; role, character, & emotional development is more developed but at a basic level with minimal changes 	<ul style="list-style-type: none"> •Imaginative program with sound, logical design setting achievable performance standards •Concept & intent are clear, consistent, show a greater use of artistic effort & are moderately developed •Planned effects paced at basic level, with logical flow, continuity & coordination of ideas, impact points & resolutions •Performers can relate to soundtrack, understand & reflect the musical mood & intent •Characterization is more developed & with occasional exploration of changes in the emotional character