

# A Class General Effect

A Class guards are comprised of basic qualities in repertoire and performance.

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



## Repertoire Effect

### WHOSE REPERTOIRE CONTAINED THE GREATER:

- Program Concept
- Creativity
- Production Value
- Appeal
- Intrigue
- Continuity and Flow
- Coordination
- Staging
- Musicality/Mood
- Detail, Nuance, Artistic Qualities
- Pacing

## Performance Effect

### WHOSE PERFORMERS BETTER:

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

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			
SCORE						SCORE						
100						100						

### Sub Caption Spread Guidelines

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

# Total

200

## GENERAL EFFECT CRITERIA REFERENCE

### A CLASS

#### REPERTOIRE EFFECT

#### PERFORMANCE EFFECT

<b>0 to 06</b> The program is unclear and underdeveloped.	<b>0 to 06</b> There is a lack of performer involvement in creating appeal and emotion.
<b>07 to 29</b> 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.	<b>07 to 29</b> 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. Performers occasionally show an understanding of their roles. Occasional communication of performers' involvement exists between them and the audience. Performers display some awareness of their stylistic and general achievement responsibilities. Incomplete shows may limit the individuals' opportunity to demonstrate skill and achievement.
<b>30 to 59</b> The program is clear and 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	<b>30 to 59</b> Levels of appeal and emotion are communicated by the performers who now know the skills involved in performance effectiveness. Performers display an understanding of their roles. Communication of performers' involvement at this level is 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.
<b>60 to 89</b> The program is clear and identifiable with a good level of imagination and appeal. There is greater depth to the repertoire. Program pacing shows a sound understanding of the elements of planned effects and engages the audience successfully. Equipment, movement, and staging give interest to the program through good 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. Coordination yields pleasing designed effects. The production value of the program is impressive and effective.	<b>60 to 89</b> 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.
<b>90 to 100</b> The program shows full development within design ideas. Some more mature approaches to effect are present and effective. The program at this level is imaginative and appealing. The blend of concepts is clear and successful. Program pacing and planned effects through time fully engages the audience throughout. Equipment, movement, and staging depict the program concept with quality & range. The program shows logical planning incorporating correctness in all of the premises of program design for this class. Color, costume and props successfully enhance the program and the identity of the guard. Elements of appeal, visual musicality, and mood are fully sustained and effective and always enhance the program and the identity of the guard. Coordination always yields successful designed effects. The production value of the program is consistently successful and effective.	<b>90 to 100</b> Strong levels of appeal and emotion are communicated by the performers. Performance techniques lend depth to the effective performance of the show, and performers communicate an understanding of their roles. Communication of performer involvement manipulates the audience's response. Performers adhere to their style. There is a high achievement of excellence throughout the performance.