

 **COLOR GUARD 2023**

**WGI COLOR GUARD  
ADJUDICATION MANUAL & RULEBOOK**

AVON, IN CORNING, NY KANSAS CITY, MO KNOXVILLE, TN HOUSTON, TX MANSFIELD, TX SALEM, MA  
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# 2023 WGI COLOR GUARD ADJUDICATION MANUAL AND RULE BOOK

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## **OUR MISSION**

The mission of WGI Sport of the Arts is to inspire and educate young performers around the world through unparalleled competitions and events with the spirit of inclusion, personal development, and community.

## **OUR PURPOSE**

WGI Sport of the Arts organizes high-energy and enjoyable events and experiences for color guards, percussion ensembles, and winds groups at the highest standard worldwide.

## **WGI VALUES**

- |                    |   |
|--------------------|---|
| <b>Excellence</b>  | and driving our participants and designers to achieve the highest performance standards                                       |
| <b>Teamwork</b>    | and collaboration with a positive and open attitude towards new ideas   |
| <b>Honesty</b>     | and transparency as essential in everything we do   |
| <b>Inclusivity</b> | for all participants and stakeholders, regardless of race, ethnicity, disability, sex, gender identity, or sexual orientation |
| <b>Creativity</b>  | and driving our participants and designers to achieve the highest artistic standards  |
| <b>Safety</b>      | and protection for all participants and stakeholders  |



## CODE OF CONDUCT

WGI feels it is essential to enforce a Code of Conduct for groups participating in any WGI sanctioned event. If employees, independent contractors, and volunteers are expected to adhere to a professional code of conduct, then it is appropriate that this standard is expected from participating groups as well.

Definitions:

**Participant:** A person who is performing with a participating group.

**Staff:** A person who is engaged by a participating group in an instructional or administrative capacity.

**Volunteer:** A person who gives of their time freely to a participating group as a chaperone or provides support in any capacity.

All groups participating in any WGI sanctioned event must accept and act under the policies and procedures outlined within this Code of Conduct.

WGI will not tolerate conduct that impacts negatively on the organization or the experience of our performers.

All participants, staff, and volunteers should consider themselves as ambassadors of WGI. All parties are not only expected to uphold these policies but help remind others of them when necessary.

Further, WGI reserves the right to discipline, discharge or suspend participants, staff or volunteer who engages in or is alleged to have engaged in unlawful activity at a WGI sanctioned event to the extent consistent with applicable law.

### ALCOHOL & CONTROLLED SUBSTANCES

WGI participants have the right to participate in an environment free of alcohol and controlled substances. WGI participants are not to possess, distribute or be under the influence of alcohol or controlled substances including, but not limited to, narcotics, inhalants, marijuana or other dangerous drugs. It is unlawful to bring alcohol and controlled substances onto any school grounds and most arena facilities.

### SEXUAL MISCONDUCT

WGI strictly prohibits all conduct which could pose a threat to the safety of participants of a WGI sanctioned event. If the participating group receives information of any kind (oral or written, "informal" or "formal") suggesting that misconduct has occurred that is connected in any way to individuals or activities associated with the participating group, and if the suggested misconduct meets any of the following criteria, then participating group shall inform WGI of the information in writing immediately:

- Any misconduct of a sexual nature or potentially classifiable as a sex offense under applicable law, including without limitation so-called "victimless" activities such as prostitution, pornography, and indecent exposure.
- Any misconduct in which actual or suggested sexual relations is an element.
- Any harassing conduct pertaining to, in whole or in part, an individual's sex, gender, sexual orientation, or gender expression.
- Any conduct involving harm to a minor.



Participating groups shall maintain effective internal policies and procedures for the protection and safety of its participants, staff, and volunteers, including without limitation the ability of any individual to report suspected misconduct to the leadership of the participating group without reprisal. Participating group shall conduct an effective internal investigation, report the matter to the appropriate external authorities as may be necessary, and take appropriate and effective remedial action under the circumstances.

Anyone found to have participated in misconduct that threatens the safety of a participant will be disciplined as WGI finds appropriate, up to and including a permanent ban from association with any WGI-sanctioned event in any capacity.

## **HARASSMENT**

Behavior that may be considered inappropriate or may be deemed as harassment is not allowed. Harassment refers to a full spectrum of offensive behavior. When the term is used in a legal sense, it refers to actions that can be found to be threatening or disturbing, and beyond those that are sanctioned by society. Conduct that creates a hostile environment is prohibited. Such conduct may include:

- Any harassing behavior about, in whole or in part, an individual's sex, gender, sexual orientation or gender expression
- Repeated unwanted sexual flirtations, advances, or propositions
- Verbal abuse of a sexual nature
- Verbal comments about an individual's body
- Sexually degrading words used to describe an individual
- Unwanted physical contact
- Cyber-bullying or social media abuse
- Any other behavior that is not socially acceptable in a professional environment

Any participant, staff or volunteer who is found after an appropriate investigation to have harassed another participant, staff, employee, contractor, volunteer, or customer of WGI will be subject to appropriate disciplinary actions, including suspension.

## **ANTI-RETALIATION AND WHISTLEBLOWER POLICY**

In an effort to protect all interested parties and address our commitment to integrity and ethical behavior, WGI will not tolerate any retaliation against anyone who makes a good faith report, or threatens to make a good faith report, regarding WGI, another organization, or an individual, whose suspected violation of the law or other violation endangers the health or safety of a participant, any personnel of WGI or a participating group, or the general public.

## **GENERAL CONDUCT**

Our reputation depends on the conduct of all parties involved in WGI. Good manners, courtesy, and common sense are generally all that is required to ensure appropriate conduct and behavior. Conduct or language that could be perceived by a reasonable person as being rude, inappropriate, abusive, disorderly, derogatory, immoral or threatening will not be tolerated.

If an undue and unfair pressure is applied to WGI judges or staff through inappropriate behavior, then this places the competitive experience at risk. Examples include, but are not limited to, participants or staff of a group verbally abusing WGI personnel, the inappropriate conduct of any participants or staff on the contest floor, or inordinate or unauthorized communication to judges or the Chief Judge.

Disruptive or rude behavior from participants, staff, or volunteers of one group towards another in the warm-up areas will not be tolerated.

Anyone found to have participated in misconduct will be disciplined as WGI finds appropriate, up to and including loss of the privilege that has been violated. For example, staff could lose all critique privileges with judges, barred from contest floor or venue, or loss of the right to use the warm-up venue

## **SOCIAL NETWORKING**

WGI respects the right to use social networking sites and does not wish to discourage from self-publishing or self-expression. Nevertheless, we expect all involved in WGI to follow applicable guidelines and policies. All persons using social media should be clear that any posts are their own and they are not authorized to speak on behalf of WGI.

Our policies prohibit the use of social media to post or display comments that are vulgar, obscene, threatening, intimidating, harassing, or hostile on account of race, color, religion, national origin, age, sex, sexual orientation, veteran status, marital status, physical or mental disability, or any other basis or characteristic protected by applicable law on platforms controlled by WGI.

### **Additional Guidelines for WGI Employees & Contractors Using Personal Social Media**

- No communication is allowed privately or publicly via email, text, or on any social media streams or with any director, instructor, judge or participant about any competitive aspect of a participating group. This type of communication is strictly prohibited.
- WGI staff and judges should never comment on an individual group's anticipated or actual performance or anything of a competitive nature, however positive. Such postings create openings for questions from anyone reading the post. What seems like an innocent comment can be easily misconstrued.
- WGI staff and judges should change personal settings on Facebook to allow review and approval of any post visible to the public. Use caution on "liking" any post regarding any individual group or WGI.
- WGI staff and judges are prohibited from promoting any participating group with which they are affiliated so not to present the appearance of intended influence.
- WGI staff and judges should refrain from posting or liking any pictures or comments that imply favoritism towards any one group, instructor, circuit or region.
- WGI staff and judges should use caution in posting or "tagging" photos or videos of any color guard on your personal social media streams.

It is important to remember that anything posted on the Internet is permanent. Although it can be "taken down", it may well exist somewhere for years to come and often reach large numbers of people quickly. If misinterpreted or open to misinterpretation, such postings can do incalculable damage to the reputation of individuals, organizations, and WGI.

WGI will use these guidelines to determine whether an employee or contractor has been appropriate in their public online behavior with respect to their WGI-related responsibilities. Those employees and contractors associated with WGI must represent appropriate conduct for a competitive, scholastic-based activity. Violation of these guidelines can lead to disciplinary action including suspension and/or termination.

## **DISCIPLINARY ACTION**

Individual participants, staff, or volunteers who are found to in violation of this Code of Conduct will be subject to further investigation as conducted by WGI Administration. Based on the circumstances considered, the decision to apply disciplinary action or dismissal can be at the sole discretion of the Executive Director.

In extreme circumstances, termination of a group's participation in WGI may be considered if after a thorough investigation finds their management has recklessly or continually put participants, staff, or volunteers in unsafe situations or ignored flagrant violations of this Code of Conduct.

The type of action taken depends on the facts and circumstances surrounding each situation. Please note that the corrective action may vary, or steps skipped, depending on the circumstance. It's important to note that the type of action applied, as well as any prior notice of action, is at WGI's sole discretion.

The policies of this Code of Conduct should provide all participants, staff, and volunteers with an understanding of what is considered appropriate or inappropriate behavior. While all possible circumstances are impossible to delineate, those participating with WGI should not take any chance with the spirit and intent of these guidelines.



## **CONFLICTS OF INTEREST (AFFILIATIONS)**

As a person employed or engaged by WGI, you are expected to work in the best interests of the organization at all times, as a disinterested and reasonable observer would view that interest in the circumstances. Impartiality and the perception of impartiality are critical to our success.

A conflict of interest exists when you take any action that is contrary to or interferes with the impartiality or the perception of impartiality of WGI's mission. A conflict of interest may be real, potential, or perceived. Accordingly, you must avoid and disclose all conflicts between the best interest of the organization and your own personal interests or personal relationships.

A conflict of interest also exists whenever a person employed or engaged by WGI may personally benefit either directly or indirectly, financially or otherwise, from their position in the organization.

You must disclose all actual and potential conflicts of interest promptly. It is your responsibility to comply with this requirement each time you become aware of a new conflict of interest or if any initial disclosure no longer accurately reflects the nature of the conflict of interest. In most cases, disclosure may be all that is required. If WGI determines that an actual conflict of interest exists, it will determine what additional actions are required by you to remedy that conflict and instruct you accordingly.

It is impossible to describe every potential conflict of interest. The vast majority of conflicts of interest will deal with adjudication but could also exist in other situations. However, to assist you in understanding and complying with this policy, an illustrative, but not all inclusive, list of actual conflicts of interest follows:

- You personally are a designer, instructor, manager, or administrator of a group competing at WGI events.
- You have a family member, spouse, or significant other relationship that are employed or engaged with a group competing at WGI events.
- You receive compensation from a school music department or organization that sponsors a competing group (i.e. an individual who teaches music in the school when the music department sponsors a group)
- You have given an in-person consultation to a group in the current year. Online consultations sanctioned by WGI are allowed.
- You display a group's insignia while at a WGI event.
- You operate a business venture, are doing business for or being retained by a third party for services that conflicts with WGI. Employees, contractors, and volunteers may not use the intellectual property of WGI (ex. logo, judging systems, proprietary and non-public training materials) for personal financial benefit.

## **PHILOSOPHY OF JUDGING**

### **TEACHER - COUNSELOR – CRITIC/PATRON**

Judges are extremely close to the color guards they adjudicate, especially at a local level. They share in their growth and they take on the responsibility of giving them input for improvement. Sometimes judges talk directly to the performers and try to help them understand what is being asked of them. Unlike athletic referees or umpires, unlike the international championship judges, they are not isolated from the competitors they score. This fact brings us to take a long hard look at why they are judges.

In most cases they have come from this activity; it has given something tremendously important to them. Most have been performers or instructors. Some of them have felt the stinging indifference of a judge who didn't seem to care and vowed never to be like that. Others have felt the nurturing of some special person who went just a little beyond his/her duty and helped them to grow.

In any event, all judges are basically motivated to give something back to an activity that is special to them. In addition, they have a strong feeling for the performers. They share a common delight in watching them grow and develop into something special. And so, they come to the credo that becomes our philosophy of judging.

Clinics, seminars and proper study can teach the judge how to rank and rate. Examinations can determine technical skills. But there are other qualities just as important. Communication skills are essential. They communicate to the color guards in everything they do: the recorded commentary, any post-show follow-up and just casual conversation with instructors carries a need for well-developed communication skills. Judges must be professionals who do not employ sarcastic or rude dialogue to those whom they are adjudicating. Hurtful commentary is unnecessary and unacceptable. To convey boredom or indifference is unacceptable. Tone of voice is of paramount importance.

A judge functions on three levels. Guards with young inexperienced instructors require them to be teachers. With color guards at this level they will find many times when commentary will be clinics in basic technique. This must be done with patience setting a logical progression of development for the students to follow. They must offer encouragement when they are confused (which could be most of the time) and enthusiasm when they show some level of success. Remember that these beginners are where many judges were some 10 or 15 years ago. Deal with them in basic terms. Without encouragement and enthusiasm for their minor successes, growth could be impaired. The nurturing process at this level is of vital importance. At the Regional and Championship levels, commentary is focused on scoring relevance. Any advice to the instructor or students in terms of a "mini-clinic" should be limited to the wrap up and saved for the one-on-one conversations in critique. Judges must make sure that the comparative and adjustment process is given the time necessary, with extended "advice" to the instructor taking a lower priority.

At the second level they deal with color guards that have been around for a few years, felt some success and believe that they are ready to move to a higher classification. Here we find ourselves dealing with the adolescent of our activity - convinced of their expertise and often reluctant to accept the fact that they have anything to learn. At this point they find themselves in the role of "counselor". This role requires the most patience, the strongest concern and the greatest amount of effort.

It's hard to watch color guards at this level stumble and make mistakes. We encounter their impatience, their frustrations and their absolute conviction that they are misunderstood and not appreciated. There could be some rough, heated moments during this time.

Finally, the student really does grow up and they see moments of brilliance emerge from his/her creations and one day they have it all together and in terms of creation, has surpassed the teacher, outgrown the counselor and looks to them to be the art critic and patron (for surely, this is a work of art). At this point,

they must challenge them; encourage them to set even higher goals and standards. They must be professional, concerned and supportive.

The beginning judge should not enter the arena expecting to be all of these things at once. Our idiom is consistent in its attitude about rookies. Your first year in judging will be just like your first year marching. There will be a thousand tests - technical, personal, emotional, intellectual. You will be expected to endure them all. You are there because you are bright, you are willing, and you care a great deal.

Align your involvement with the young beginning guards. Grow with them; be their teacher today so that in a year or so you can be their counselor and one day attain the level of critic as they emerge just as you will emerge fulfilling your goals and standards.

Our idiom has always demanded total commitment. Superior performers always give 100%. Superior judges must also give 100%. As judges, our disciplines and attitudes must be an extension of those of the performers. Judges expect the performers to be professional -- so must they be professional. Judges expect to be respected -- so must they respect the performers. Judges demand no less of themselves than is demanded of each performer.

A great teacher continually learns from his/her students; a great judge continually learns from the "instructors". Communication is a two-way street. Good color guards and good judges grow together by helping one another, by keeping communication lines open, and by setting mutual goals and standards for the activity.

Judges must judge with their head, with their heart and in a positive, nurturing, and challenging manner as they contribute to the growth and development of this unique activity, and its' very special performers and designers!

Judges should...

**Encourage the A Class guards**  
**Appreciate the Open Class guards**  
**Learn from the World Class guards**

# THE COMPETITIVE GUARD AND SCORING

*A partnership among designers, performers & judges*

## **How Does Competition Benefit Us?**

- It sets a standard against which we can measure growth
- It motivates the participants to strive for higher achievement
- It prepares the students for the competitive challenges found in life

## **Classification: Understanding Each Class and Their Differences**

Proper classification is essential if we are to have a level playing field for all of our participants. There are five classes or levels of maturity for the guards to enter. Many local areas will have multiple sub-divisions within the Regional A and A Classes. They divide those large classes to provide a more equitable distribution of groups at a similar developmental level. These sub-divisions are all judged on the sheet that is appropriate for their level.

It is extremely important for all guards to place themselves in the proper class. This is of particular concern in local circuits where some guards re-group for the purpose of having a balanced number of groups in each of their local classes.

Color guards should make every effort to compete in the class for which they are most suited. Guards who may be competing in the wrong class could find that the scoring process will isolate them because this criterion is so strongly attuned to the curriculum involved in the developmental process.

## **Regional A Class**

There is a broad spectrum of levels within the Regional A Class. Here we find performers who are experiencing their first set of skills at a body and equipment level and journey through the developmental levels that take them to the point where they are ready to move into the higher, more challenging A Class.

This class is unique because of the makeup of member guards. It is common to find groups ranging from elementary school age, intermediate school age and even beginning high school groups. In some instances, there could be a group with a varsity level in the A Class while these younger less experienced students comprise their Regional A guard. As a result of this, their ages range from as young as 7 or 8 to as high as 18 in the Scholastic Regional A Class and up to 22 years of age in the Independent Regional A Class. While the latter is not common for Independent Regional A guards, it nonetheless is a possibility.

Many circuits will offer multiple classes within the Regional A category to create a more equitable, level competitive field. As our activity grows, this class has become a large population for most circuits.

WGI does not offer competition at the World Championships for this class; however, they are welcomed at the Regional level of competition. Because of this, there is no formal review process for Regional A guards. This opens the class to a wider range of unintended possibilities. This makes the emphasis on basic tenants of each caption and the reward of achievement key to the judging process in order to maintain the intent of the class.

In the Regional A Class WGI emphasizes training. Reward is driven by the understanding and achievement of the principles of each caption. This emphasis on training should be accompanied by a limited vocabulary with priorities on establishing solid building blocks on which to develop the skills of the performers.

All score sheets offer a potential of 100 points (tenths) in each sub caption, with Equipment and Movement sub-captions being factored in the tabulation process by the 70/130 ratio: 70 over 100 for Vocabulary and 130 over 100 for Excellence. This maintains the intended emphasis on training and rewards those units that are strategic with an eye towards excellence and achievement. This tabulation factoring allows for the flexibility to shift these percentages in the near future as the Regional A class grows and becomes an integral part of WGI's performance opportunities.

Training materials are available for Equipment and Movement judges to understand how numbers will be factored and the potential for shifts in ranking relative to this tabulation factoring. Judges are still expected to be accountable for their raw score as well as their factored score understanding the need for proper profiling to give the competitive edge to those units being strategic with an eye towards training and excellence.

Equipment and Movement scores in the Regional A Class will be given in two decimal places in anticipation of tighter spreads in vocabulary. This ensures that the judges' sub-caption ranking is intact through the factoring process. This extra decimal now shifts the tolerance for sub-caption ties away from the flexibility of recent years.

**Process for onsite reclassification at WGI Regionals concerning the Regional A Classes.**

- Those Regional A color guards that appear to be overtly misclassified may be reclassified into the A Class after their Preliminary performance.
- All considerations for this onsite reclassification must go through the Director of Color Guard.
- Those able to call for onsite reclassifications are the Director of Color Guard, Education Coordinator, Chief Judge, Steering Committee instructors, Lead Judge, and Contest Administrators.
- Without eliminating any qualifying A Finalists, the reclassified color guard will perform at the start of A Finals.
- The number of Regional A Finalists will not change because of color guard is reclassified.
- Any reclassified color guard performing in the A Class at a WGI Regional should also expect to be reclassified to the A Class in their local home circuit.

**A Class**

The look of the A Class has changed significantly over the recent years. The natural evolution of the activity now yields shows and performers exploring a range of equipment and body skills beyond what was common a few years ago. You will see this reflected in the class descriptive at the top of the A Class score sheets. This class also has a broad spectrum of development within its population. Many circuits will divide their A Class membership into 'sub classes' to provide a more balanced competitive opportunity.

**Scholastic A** guards will range in age from 14-18 years. **Independent A** guards can range from any starting age up to 22 years. This variance creates a difference in the look between Scholastic and Independent A guards, mostly because of physical maturity and the accompanying skill level usually associated with issues of strength. The Independent A guards will usually have a wider range of development from performer to performer making issues of training and experience key factors in the class. It is this developmental training factor that is the shared quality between the A classes.

Like the Regional A Class, the emphasis in A Class is on the understanding and achievement of the tenants and principles in each caption.

At the programming level, success is seen in choices that lead the performers understanding and achievement of excellence. Designers are sensitive to musical selections that offer clear guidelines for the performers to follow. Programming choices consider tempo, dynamic changes, and points of audio impact that help these younger performers develop their range of performance skills in all captions.

In this class, we look for some layering of equipment on body and some phrases done while traveling. Phrases will begin to lengthen, showing the performers' skills in this area. Standard tosses will typically top out at quads with an occasional individual who may be spotlighted with a more challenging aerial. When considering the Independent A Class, remember that skills focusing on strength can be slightly higher. Achievement must drive the reward for these choices.

Staging choices will provide the performers with the opportunity to show growing comprehension of challenging spatial relationships, speed/method of moving and orientation.

As the guards evolve within the class, they will add to their design and vocabularies' range taking on greater challenges as they prepare for the ultimate advancement into Open Class. At the higher level of A Class, students will be offered the opportunity to demonstrate some more challenging *Open Class* skills, typically in the area of Equipment.

Like the Regional A Class, all score sheets offer a potential of 100 points (tenths) in each sub caption, with Equipment and Movement sub captions being factored in the tabulation process by the 70/130 ratio: 70 over 100 for Vocabulary and 130 over 100 for Excellence. This maintains the intended emphasis on training and rewards those units that are strategic with an eye towards excellence and achievement. This factoring will allow for a more consistent approach for judges as we further distinguish the emphasis in all classes as they develop and change through the coming years.

Training materials are available for Equipment and Movement judges to understand how numbers are factored and the potential for shifts in ranking relative to this tabulation factoring. Judges are still expected to be accountable for their raw score as well as their factored score understanding the need for proper profiling to give the competitive edge to those units being strategic with an eye towards training and excellence.

Equipment and Movement Scores in the A Class will be given in two decimal places in anticipation of tighter spreads in vocabulary. This ensures that the judge's sub-caption ranking is intact through the factoring process.

In addition, WGI is also offering a rating system at Regionals and World Championships for the Scholastic Classes. There will be a four-division system with ratings awarded relative to fixed score thresholds that will not change through the season:

- Division I – Superior
- Division II – Excellent
- Division III – Good
- Division IV – Fair

This Rating system is a secondary product of the Judges' total score. Judges are asked to not consider these Ratings as they arrive at their score, but to follow the Criteria Reference and the Points of Comparison as directed by the WGI Judge philosophy.

### **Open Class**

This exciting class finds guards exploring greater challenges with emphasis on more complex equipment and body skills, set in more challenging programs. The maturity and training enforced through the A

Class experience allow these guards to explore more demanding equipment and body vocabulary. Standard tosses will be higher, with the higher aerials most commonly fives in Scholastic Open and sixes in Independent Open. We can expect to see a greater variation on releases and catches as well as a more extensive blend between the equipment and the body. We also can expect to see extended phrasing on all pieces of equipment and the further development of traveling as vocabulary opportunities reflect the shift from 'transition' to connect events to 'development'. As skills increase, so does the method by which skills are connected. You'll notice a shift in the frequency of skills, connected in more challenging ways, that not only impact the range and variety of skills but also indicate an added depth to the vocabulary.

Open Class is where we see the growth in performer's ability offering greater choreographic choices. We will expect to see this impact all captions, further separating these guards from their A Class counterparts. This shift in opportunity will challenge not only the students but designers and choreographers as well.

This shift in emphasis is reflected in the Open Class scoring system. Unlike the Regional A and A Class, the Open Class scoring system rewards vocabulary and excellence equally in the Equipment and Movement captions, encouraging the exploration of a broader range of vocabulary relative to the growing abilities of the Open Class performer.

Programming and design will show greater exploration into staging and a more developed connection to the audio and physical settings. Individual and group personality, role, characteristics and artistic nuance and details will be present and understood by the performers. The developing communication skills will lend greater effect to the performance of programs. Broader skills and choice will manifest in a range of stylistic identities as more designers, and choreographers work to be more unique and creative.

With the growing participation of several colleges, and in deference to the typical college students' age, WGI's maximum age for the Independent Open Class is 23. This allows all Independent Open Class students to compete for the duration of their college enrollment.

## **World Classes**

WGI has created separate score sheets for the two World classes. This was done to accommodate differences relative to physical development and performance maturity that have impacted the Equipment and Movement captions, as well as anticipated shifts in all captions for the coming years.

## **Scholastic World Class**

Scholastic World guard members will range in age from 14-18 years. Many times, they are the upperclassmen of their school including the most experienced performers. In these cases, we will notice more similarities in skillset and consistency in training from member to member.

Because most of these performers have been together for the duration of their high school years, we see more advanced skills throughout these programs in both equipment and movement. We also notice that skills are connected in more complex ways over longer periods of time.

More performance experience and training make choreographic and design options in this class greater than the other scholastic classes. As a result, expect stronger stylistic identities with a wider range of approaches. This variety can make comparisons in this class more challenging.

These guards have strong defined personalities and are highly creative and unique. Programs are designed to showcase their impressive body and equipment talent. Their depth of training and skills are strong and push the limits of the top of the scholastic classes as this class strives to set new standards.



## **Independent World Class**

Since the removal of the maximum age in the Independent World Class, these groups have elevated the degree of difficulty in the blend of equipment and body set in innovative programs that explore the abstract as well as the literal story of their creations. The score sheet class descriptive in each caption reflects this:

*“Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.”*

Years of performer experience give designers expanded choreographic and design choices. The collective life experiences of these mature performers have opened the door to limitless programming options considering theme, premise, physical and audio settings. Strength and maturity in this class yield a performer confidence that is reflected in full-out communication of the roles they portray bringing a professional level of performance to the stage. Creativity and imagination are cornerstones in this class.

Separating the scoring sheets for the Independent World Class from the Scholastic World Class is the first step in recognizing the separate standards that have been seen over recent years and set the stage for more specific considerations in all captions in the future. This is reflected in the movement and equipment vocabulary criteria where the greatest challenges occur. In the comparison questions we ask:

*“Whose vocabulary contained the greater difficulty and risk?”*

This is intended for us to recognize and reward these considerations of depth when assessing the overall vocabulary and its achievement. Factoring the full range of depth will be key in this class as these performers experience has pushed their skill sets into the most extreme of skills. Assessing these skills singly without considering the frequency of skills within phrases and how they are connected, over extended time in challenging environments, would undervalue the accomplishments of these expert performers.

This class contains the legacy color guards where creative and technical staffs, as well as membership, have been together for many years. These years are spent developing and perfecting very specific processes, leading to an extended repertoire of skills and hyper-stylized approaches. These compositional and choreographic fingerprints lead to the strong creative identities delivering us the widest variety from unit to unit, creating the crown jewels of the activity.

When defining the standards for this class, we assume that choices are drawn from all possibilities, as this class strives to set new standards.

### **Clarification: Virtuosoic as a Class Standard for the World Classes**

Webster's *Virtuosic* pertaining to *Virtuoso*: “A person who has a special knowledge of skill in a field”

Related word that applies here: “Superlative”. It is “The top of their field at the highest point of development” that is to be emphasized for our WGI usage.

There has been recent confusion regarding the term *Virtuosic* in the class standard descriptive for the World Classes (used on the top of each score sheet). Some believe *virtuosic* has an implied meaning pertaining to a limited approach to choreography that emphasizes “tricks”

Our intent is not to focus on unbalanced approaches and does not dismiss that virtuosity should be shown in all families of skills, not just the toss/agility skills that tend to be the fashion of the moment. This word is meant to highlight the contribution of well-rounded abilities/vocabulary/choreographic choice that includes the full range of possibilities in each piece of equipment and each choreographic choice as filtered through each caption lens.

## CLASSIFICATION REVIEW PROCEDURES

All Color Guards are subject to review for potential misclassification. Guards can be reviewed only at a WGI Regional contest unless approved by the Director of Color Guard. Color Guards may be reviewed multiple times through the Regional Season.

### **Review During the Regional Season**

- The top two (2) Scholastic and Independent A Class and the first place Scholastic and Independent Open Class color guards will automatically be reviewed at every Regional. Additional color guards may be reviewed based on the recommendation of the Director of Color Guard, Education Coordinator or Lead Judge at any Regional.
- All color guards are subject to review at any Regional and may occur more than once during the competitive calendar.
- The Review Committee consisting of the five (5) Steering Committee Instructors and the Education Coordinator will vote on reclassification. The Director of Color Guard will break any ties.
- A video of a recent performance or rehearsal must be provided within 72 hours of their most recent Regional. If a video is not provided within the 72 hours, the review will take place using information from WGI Staff including but not limited to, Steering Committee Members, Lead Judges, Contest Administrators, Director of Color Guard, Education Coordinator, Chief Judge.
- If a determination cannot be made because of video quality or discrepancies between the performance and the video, then information from WGI personnel listed above will be used.
- A decision will be made within ten (10) days and the Director of Color Guard will notify the color guard in question of the result.
- Units reclassified into the next class will go on first at their next Regional, if that schedule has been published. If performance times have not been published, the unit will be included in the draw for performance order.
- If the Review Committee reclassifies a color guard, the director may submit a letter of appeal on extenuating circumstances on why this would adversely affect their color guard. The committee may then re-open the review and decide whether the circumstances warrant a reversal of the decision.
- Appeals will be reviewed by a committee of three individuals not on the original committee, consisting of the Director of Color Guard, Chief Judge, and Chief Executive Officer. If the Director of Color Guard broke a tie in the original decision, a Caption Manager will take their place on the appeals committee.
- Any color guard reclassified from A Class to Open Class may forfeit their initial appeal and compete at their next Regional in the higher class. If their highest score is within ten (10) points of, or lower than, the weekly qualifying score for Open Class (see Page 19), the color guard may request an appeal review.
- Any color guard competing in the Open or World Classes may request a one-time review to reclassify to a lower class after their first Regional if their highest score is within ten (10) points of, or lower than, the weekly qualifying score in the original class (see Page 19). The color guard must submit a request to the Director of Color Guard by the Wednesday of the following week with a video for review.
- Color Guards that attended World Championships in Open and World Class and qualify to compete in the Semi-Finals round of that class may not choose to compete in a lower class the following season. The color guard may submit a video of a completed show by January 31<sup>st</sup> of the year following their appearance in Semi-Finals for consideration to return to the lower class of competition.
- Color guards that are reclassified during the season or promoted at World Championships must remain in the higher class of competition the following season or the next time they attend WGI World Championships unless they did not make semi-finals in the prior Championship season.

### **Onsite Reclassification for the Regional A Class**

- Those Regional A color guards that appear to be overtly misclassified may be reclassified into the A Class after their Preliminary performance.
- All considerations for this onsite reclassification must go through the Director of Color Guard.

- Those able to call for onsite reclassifications are the Director of Color Guard, Education Coordinator, Chief Judge, Steering Committee instructors, Lead Judge, and Contest Administrators.
- Without eliminating any qualifying A Finalists, the reclassified color guard will perform at the start of A Finals.
- The number of Regional A Finalists will not change because of color guard is reclassified.
- Any reclassified color guard performing in the A Class at a WGI Regional should also expect to be reclassified to the A Class in their local home circuit.

### **Promotions After World Championships**

The top five (5) A Class finalists and the top three (3) Open Class finalists from the World Championships will be promoted to the next higher class of competition. In addition, Scholastic A and Independent A Class color guards that are finalists for three (3) consecutive years will also be automatically promoted.

If a color guard is promoted, the director may submit a letter on extenuating circumstances on why this would adversely affect their color guard. The committee may then re-open the review and decide whether the circumstances warrant a reversal of the reclassification. In addition, the color guard may submit a DVD of a completed show by January 31<sup>st</sup> of the year following their promotion or twenty-one (21) days prior to their first WGI competition for consideration to return to the lower class of competition.

**Any color guard that attends World Championships in Open or World Class and competes in the Semi-Finals round at World Championships may not compete in a lower class the following season.**

## **AN OVERVIEW OF THE SCORING SYSTEM**

- The scoring system is designed to “mirror” the process involved in creating a competitive program and the training and development of the students as they grow from Regional A through World Classes. The five-tiered scoring system provides a special criteria/curriculum designed to reward the groups through this process.
- Two judges reward the effect of the program. Their scores are added together. Greater emphasis is given to the General Effect scoring because it embodies all aspects of show design and performance. It credits creativity, appeal and the students’ ability to communicate to the audience. (Each judge has 20 points)
- One judge rewards the composition and achievement of the program, known as Design Analysis. This caption differs from General Effect as it prioritizes the designer’s “blueprint” upon which the show is built. It rewards the performers’ technical excellence and dynamic abilities. (This judge has 20 points)
- One judge rewards the Equipment vocabulary considering range & variety of the skills demonstrated. Students are rewarded for technical excellence and dynamic abilities. (This judge has 20 points)
- One judge rewards the Movement vocabulary considering range & variety of the skills demonstrated. Students are rewarded for technical excellence and dynamic abilities. (This judge has 20 points)

### **Do the explanations above apply to all classes?**

- Yes, they do. Keep in mind, however, that they apply within a specific criteria (curriculum) designed for each progressive level of development. Therefore, a score for an A guard has no relativity to a similar or lower score given to an Open or World Guard. They function much the same way as our school systems with Elementary, Jr. HS, High School and College, where grades do not compare from one level to the next.

### **Why is the point allocation in Regional A Class and the A Class equipment and movement different from Open and World Class?**

- The focus of the Regional A and A Class is on TRAINING.
- The 70/130 split, that is factored onto the raw scores on the Equipment and Movement sheets, emphasizes and rewards the achievement and demonstration of that training while downplaying the value of “difficult” challenges that are often beyond the developmental level of the students. This gives the competitive edge to those choreographers that are strategic in their choice and aware of their performers’ abilities and potential.
- Factoring the raw score in the tabulation process will allow an option to shift these numeric factors over years, as the A Class evolves.

## CRITIQUES

Critiques will be offered at all Regional events with four stations: General Effect, Design Analysis and separate stations for IA Movement and IA Equipment. Directors will be notified of critique schedule in the contest information.

### HOW TO HANDLE JUDGING CONCERNS

When an instructor feels there is an issue regarding judge commentary or scoring, they should contact the **Lead Judge** at the regional where their color guard is competing. The onsite non-working Lead Judge of the contest is empowered to address the concern immediately if at all possible. Many times, the Lead Judge may be a working judge at the contest. In this case they may ask that you meet during a break or between Prelims and Finals. It bears noting that many times, the Chief Judge is also the Lead Judge at any given Regional, and therefore approachable in regard to that day's concerns.

If the issue cannot be resolved before finals, or other questions and/or concerns come from a finals contest, the instructor should complete the online **Color Guard Judge Evaluation Form**. This form goes directly to the **Chief Judge**. The Chief Judge will address the concern and provide the instructor with a documented response. Expedience is paramount both on the part of the instructor and on the part of the administrator. Instructors must take this action within seven (7) days following the contest, and they are assured a documented response within seven (7) days of receipt of the form. Evaluation forms submitted after the seven (7) day deadline will not receive a response. The Chief Judge, at his discretion, may choose to call the instructor if he feels a conversation is merited.

**Instructors may not call or text the Chief Judge. If the Chief Judge is acting as the Lead Judge at a contest, you may approach the Chief Judge in person.**

Note: As WGI judges focus on national competitive viability and scoring accountability, local circuits and/or associations are encouraged to offer their color guards developmental assistance through local critiques and/or evaluation shows at the start of their season.

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### QUALIFYING SCORES FOR OPEN & WORLD CLASS GUARDS AT REGIONALS

A minimum score must be reached for all Open and World Class guards to qualify for finals competition at a regional. The purpose for this directive is twofold. It will address the issue of those guards who elect to compete in a class where historically most or all participants are assured advancement to finals regardless of show completion or quality. With many regional contests experiencing an increased number of entries, this will assure that a minimum level of quality and achievement exists for finals competition. The following scale only applies to the Open and World Classes.

	Feb 4-5	Feb 11-12	Feb 18-19	Feb 25-26	Mar 4-5	Mar 11-12	Mar 18-19	Mar 25-26
Qualifying Score	49.5	51.0	52.5	54.0	55.5	57.0	58.5	60.0

## COLOR GUARD STEERING COMMITTEE

Steering Committee Instructors are available to assist with how to express and direct a concern as well as any general questions on caption philosophy. These instructors act as peer advisors and are directly responsible for the shaping of judging philosophy

Specific A and Open Class concerns/questions can be directed to Randy Nelson. He is the liaison to both Color Guard Steering Committee and the A & Open Caucus.

Questions on judge philosophy can also be directed to the Education Coordinator. He maintains the continuity of the judge philosophy over the years as Steering Committee membership shifts.

Assistance and advice to all color guards are available from both the Director of Color Guard Development and Education Coordinator.

The Chief Judge is available to instructors in his role as Lead Judge at any Regional and directly via the Color Guard Judge Evaluation Form. **Instructors may not initiate calls or emails to the Chief Judge.** Please see guidelines and process outlined in the section titled "How to Handle Judging Concerns" on the previous page.

Any administrative and contest concerns should be directed to the Director of Color Guard

### Steering Committee Instructors

Becca Anderson	<a href="mailto:B.Anderson@wgi.org">B.Anderson@wgi.org</a>
Randy Nelson (A & Open Representative)	<a href="mailto:R.Nelson@wgi.org">R.Nelson@wgi.org</a>
Geoffrey Sperling	<a href="mailto:G.Sperling@wgi.org">G.Sperling@wgi.org</a>
Rick Subel	<a href="mailto:R.Subel@wgi.org">R.Subel@wgi.org</a>
Andy Toth	<a href="mailto:A.Toth@wgi.org">A.Toth@wgi.org</a>

### Chief Judge

Curtis Costanza	<a href="mailto:curtis@wgi.org">curtis@wgi.org</a>
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### Education Coordinator

Karl Lowe	<a href="mailto:karl@wgi.org">karl@wgi.org</a>
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### Director of Color Guard

Dale Powers	<a href="mailto:dale@wgi.org">dale@wgi.org</a>
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## **GENERAL EFFECT PHILOSOPHY**

Verbal observations must be equally divided between “the what” and “the how.”  
**Judges should first comment on what has created the effect  
then comment on how well it was communicated by the performers.**

### **REPETOIRE EFFECT**

- Recognize and credit the program as the vehicle, including sound, and the subsequent interpretation of the soundtrack.
- Understand the intent of the show and recognize the shaping and the pacing of the format.
- First measure the "whole" program design, and then measure the quality and effective development within the "whole". The sum always has greater significance than any one of its parts in isolation.
- Comments should be directed to how each aspect fits into the whole.
- Always credit the creativity, imagination and quality of the program concept.
  1. Creativity and originality are the cornerstones of the diversity we encourage in this activity. In all classes, but particularly in the World Classes, designers will take the risk of exploring new material. Without it, we would lose an important part of who we are. To encourage designers to take a risk and explore new ideas, we need to reinforce the support we offer for this effort, and part of this reinforcement must come through the judging process.
  2. Originality in and of itself is not the **sole** basis for reward. It must also fulfill all the other components of producing effect. Nonetheless, encouragement for its effort should be acknowledged through verbal recognition.
  3. Judges should not disregard these efforts or diminish their value just because they don't fall within the scope of their comfort zone of recognition.
  4. Explore the designer's intent and be open to the effort behind the design in order to support the process on an equal basis with those familiar approaches common to our activity.
    - Concept does not equate the presence of a theme. Among other things, the concept can often be simply an illustration of the sound or a premise centered around a spatial treatment.
    - Credit the quality, range and blend of equipment, movement, staging, coordination, musicality and impact, not only for its own worth, but for how it depicts the program concept.

**The three approaches to creating effect, Intellectual, Emotional, Aesthetic, comprise the TRIAD of effect options. These choices may be presented singly or in combination fusing two or three and creating effect variety. The simultaneous fusion of all three offers the strongest effect potential.**

- The intellectual aspect of effect is reflected in the range and quality of the design.
- The aesthetic aspect of effect involves the ability to capture and hold the audience's attention through the manipulation of familiarity and expectations (think: “surprise”). Aesthetic effect may resonate with a larger percentage of a general audience through appeal. This is not to value beauty over sinister, light over dark, vivid over muted and so on.
- The emotional effect is the planned response to stimuli that is designed, coordinated and staged for the purpose of evoking a specific, planned reaction.

**There is no priority on any one approach to creating effect.** Judges must be accountable for considering and comparing the success of each choice.



- Judges must know what they are reacting to and why.
- The choice in soundtrack will impact the potential appeal of the program. The soundtrack establishes the mood and influences the pacing and delivery of the various effects throughout the repertoire.
- The soundtrack also offers the opportunity to create visual musicality, which is an important repertoire consideration.
- Judges must be specific and identify when equipment or movement or staging produces the effect. They must know what does and what does not work and be specific in verbalizing why.
- They must relate each micro-reaction to the macro-reaction, recognizing how each individual effect contributes to the total effect.
- They should not over-react to effects in isolation.

When, where, how and why effects occur successfully, involves:

- Manner of presentation (how the effect was created -- equipment, staging, movement alone or combined)
- Pacing (the “when” factor of planned effects. How far apart, how often, how large is the effect?)
- Continuity (the development, connection and evolution of planned effects)
- Staging (where each effect is placed on the stage--highlighting, focus, interaction of effects, etc.)
- Coordination (how all elements work together to heighten the effect)
- Impact points (the beginning of important visual ideas)
- Resolutions. (the completion of important visual ideas over time)

Place the proper focus on your priorities:

- Program design (including originality, sound, mood, pacing, variety of effect)
- Range, quality, detailing of the Repertoire design (equipment, movement, staging, continuity, coordination)
- Production Value – soundtrack, color progression, props, set pieces, costumes, etc.

### **PERFORMANCE EFFECT - Bringing the show to life**

In this area judges respond to the performer's:

- Character, role & identity
- Ability to embody and sustain impacts, resolutions, and climaxes
- Ability to sustain moods inherent in the program
- Communication of the visual musicality
- Communication of the nuance, detail and artistic qualities
- Communication of excellence as an effect
- Communication that successfully delivers all aspects offered by the program and engages the audience.
  1. Recognize theater techniques and skills demonstrated in tandem with the technical.
  2. Look for and respond to the investment and commitment of the performers to the emotions they are asked to portray. Look for and respond to the believability and connection to their role.
    - These qualities transcend the pure technical excellence of any given move or spin and layer the skill with "life".

- These qualities invite the audience "in" to share the experience of the performance, make the performers accessible to the audience, and make the performance effective.
- Without a doubt, effect can be generated through pure excellence; we also acknowledge that a weak technical performance can be detrimental to effect. In THIS caption, however, pure excellence is only one ingredient, and its presence may or may not be critical to effect.

The need to understand these techniques, brings to issue the importance of the theory of derived achievement and the premise that both the "what and the how" exist simultaneously. The judge must have a simultaneous awareness of WHAT is being asked of the performers and concurrently know HOW WELL it is being achieved. Therefore, it is appropriate that each observation the judge makes relative to the design qualities should be accompanied by an observation of the degree of excellence with which it is achieved. This will give scoring significance to the commentary.

**The blend of repertoire and performance is the means to create effect. The repertoire exists only when it is performed, and it is enhanced with a wonderful performance.**

**For the performers, the opportunity to demonstrate a broad array of skills is made possible by the repertoire. The two go hand in hand.**

## **JUDGING GENERAL EFFECT**

### **JUDGING INDEPENDENT WORLD CLASS GENERAL EFFECT**

Focus on creative and original programming and the widest range of performance skills. In this class all possibilities are available to designers and choreographers as this class strives to set new standards. There should be a clear program concept and fully recognizable identity and personality for the performers. The soundtrack and its treatment should challenge the performers with depth and interest showcasing their extended maturity and sophisticated ability to reflect the chosen mood and intent. Concepts here may be either literal or non-literal with performer maturity allowing for more exploration reflected in age appropriate themes, premises, audio and physical settings. Pacing is vital, and effects should reflect the widest range of variety and coordination. Impact points and resolutions should be clearly understood and supported and occur in newest and most inventive ways. Judges should be open to concepts which may be new and challenging for the individual judge's aesthetics. In this class, creativity and imagination are important considerations, and are always components to be encouraged and rewarded. There is a new level of excellence in this class. This essential step must never be lost as more complex performance skills are layered, generating performance effect. In-depth characterizations and full investment in interpretations will often elevate the meaning of performance.

### **JUDGING SCHOLASTIC WORLD CLASS GENERAL EFFECT**

Focus on creative and original programming and a wide range of performance skills. There should be a clear program concept and fully recognizable identity and personality for the performers. The soundtrack should challenge the performers with depth and interest in showcasing their mature and sophisticated ability to reflect the musical mood and intent. Concepts here may be either literal or non-literal. Pacing is vital, and effects should reflect the widest range of variety and coordination. Impact points and resolutions should be clearly understood and supported and occur in new and different ways. Judges should be open to concepts which may be new for them. In this class, creativity and imagination are important considerations and are always components to be encouraged and rewarded. There is a new level of excellence in this class. This essential step must never be lost as more complex performance skills are layered, generating performance effect. In-depth characterizations and full investment in interpretations will often elevate the meaning of performance.

### **JUDGING OPEN CLASS GENERAL EFFECT**

Focus on good, sound creative programming and performance skills. There should be a clear program concept and recognizable identity, and personality for the performers. The soundtrack should challenge the performers with stronger range and interest in showcasing their maturing ability to reflect the musical mood and intent. Pacing here is important and planned effects should be written into the show with variety and interest in their presentation. Continuity and flow of ideas will connect the development of the repertoire. The concept of impact points and resolutions should be clearly understood and supported. In this class, creativity and imagination are always components to be encouraged and rewarded. There should be a continued reinforcement of precision and excellence. This essential step must not be lost as more complex performance skills are layered in generating performance effect.

As guards develop into the range of Box 4 you will find them exploring additional qualities within their design. This reflects the natural desired growth for this class

## **JUDGING A CLASS GENERAL EFFECT**

Focus on good programming and performance skills. There should be a clear program concept and a recognizable identity or personality for the performers. The soundtrack should be such that the performers can relate to, understand and reflect the musical mood and intent. Pacing at this level should be clear, and planned effects should be written into the show. Logical flow and continuity of ideas should be encouraged. The concept of impact points and resolutions should be encouraged. Abstraction is discouraged at this level and programs will probably be most successful if they are fairly straightforward. In this class, good imagination is always a component to be encouraged and rewarded and will probably be seen in the uniqueness of the program concept. Guards should be encouraged to try to "stand out" amidst the many groups with whom they compete. This is most easily achieved through the uniqueness of program, the soundtrack and the "look" of the guard. In this class, there should be a focus on timing and precision. This is an essential first step in generating performance effect. A common "personality" is more likely to be seen than the varied "roles" we see more commonly in more mature classes. Class A performers should be rewarded for the confidence, enthusiasm and pride with which they perform their show.

As guards develop into the range of Box 4, they will begin to include some additional qualities within their design. This reflects the natural desired growth for this class.

## **JUDGING REGIONAL A CLASS GENERAL EFFECT**

Design and performance skills will be at a beginning level. The judge should reward correctness in program, logic and presentation in design, and training and accuracy in equipment and movement. It is desirable that students are guided and rewarded for qualities that will lead to their successful performance of beginning skills. As beginners, single efforts and simple responsibilities will occur. The concept of layered skills will probably not exist. Shows will likely "set, move & spin", presenting one skill at a time. Effect will be generated largely through precision and timing. Soundtracks may be a bit more challenging than the groups can fulfill in terms of musical interpretation. Groups must take care not to attempt material that is over their heads or that they do not understand. Achievement is important here. Younger novice/prep age groups will often have a charming program concept, but their skills will still be at a beginning level. In some cases, GE could be their strong suit for that reason.

As groups approach the Box 4 level, they will begin to demonstrate some A Class qualities. Here is where vocabulary and design will offer occasional challenges to the students.

## **GENERAL EFFECT JUDGES ARE ASKED TO CONSIDER:**

### **Rewarding Choreographic Efforts**

For now, we are asking that any points that already acknowledge choreographic efforts be given special emphasis as we continue to heighten our awareness. We ask judges to look particular at efforts including (but not limited to) phrasing, crafting, interrelationship, etc. This is a continuation of our efforts including over the last few seasons.

### **Musicality**

An archetypical approach to music and the visual interpretation of music is not an out-of-style, nostalgic point of view that is no longer valued as an achievement. We still value the ability to create a multi-sensory effect that considers a connection between the visual choice and the audio setting! This includes archetypical approaches as well as inventive experimental approaches.

In the manual as it stands now, we distinguish between "Visual-Musicality" and "Musical-Visuality" only as a way to illustrate a visual approach that may still contain aspects of good crafting of phrase but may not connect directly to the musical moment. It is in the crafting that we see intent and if the Designer/Choreographer is ignoring, mirroring, contrasting, or extending the audio setting.

In 2020, we added the term Visual Musicality to the General Effect sheets' Points of Comparison to encompass all approaches to manipulating the visual response to the chosen audio setting. We will also adjust the Design Analysis POC to Read: *Relationship to or Enhancement of the audio through the dynamic range of efforts: space time weight and flow.*

Be Reminded:

- Visual Musicality can exist independent or in conjunction of the audio
- The goal is to create a multi-sensory effect through an audio/visual agreement. This possibility exists in a multi-faceted soundtrack as well as an ambient soundtrack.
- Mirroring and contrasting the audio setting are only approaches. It is the connection and elevation of one and/or the other in their relationship (visual choice and audio setting), that becomes the notable achievement. In the limitless approaches, there is a spectrum of possibility as well as spectrum of achievement. This is not a binary choice or achievement.
- Judges are asked to divorce pre-conceived notions of what 'being musical' is.
- In order to include more of the spectrum of choices, we will shift the Design Analysis Point of Comparison to read: *Relationship to or Enhancement of the audio through the dynamic range of efforts: space time weight and flow.*
- General Effect Point of Comparison change: Visual Musicality.

### **Phrase Length**

Phrase length has become a "go-to" excuse allowing a judge to not more fully address a unit's vulnerability of range, variety, depth, and risk.

We also see that phrase length becomes a hiding place for units as well. Lesser skills with safe connections over time were expected to be elevated to "virtuosic" simply because of the accumulation of continuously active time.

Be Reminded:

- Phrase length is a device to display skills, not a skill itself!
- The time itself is only the indicator for the judge to dig deeper into the skills and connections. The amount of time is not, in and of itself, the skill!
- What is particular to the use of longer phrases is that, as a device, it has a "multiplier" effect (when fully exploited) to the skills and their connections over time.
- Phrase length can also bring endurance into the equation if the challenge merits
- We should work to take *length of phrase* out of the "checked box" approach and make all aware of the spectrum of the use of phrase length as a way to show/elevate skills. This spectrum is defined by a simple accumulation of active time with simple skills and simple connections vs. high-level /high-contrast compound skills with challenging connections displayed over a meaningful length of time with little room for recovery.
- Phrase length is one of the compounding factors like proximity and speed that are factored into the cumulative vocabulary (challenges) when considering depth. It also has the potential in DA as a design choice and in **GE as part of the Range and Variety of Effects**.

Judges are reminded to dig deeper, when length of phrase is being used, to consider the meaningful challenges to the performer and program.

## Virtuosic as a Class Standard for the World Classes

- Webster's: *Virtuosic* pertaining to *Virtuoso*
- "A person who has a special knowledge of skill in a field"
- Related word that applies here: "**Superlative**".

It is the "top of their field at the highest point of development" that is to be emphasized in the word for our WGI usage

There has been recent confusion regarding the term *Virtuosic* in the Class Standard descriptive for the World Classes. Some believe *virtuosic* has an implied meaning pertaining to a limited approach to choreography that emphasizes "tricks"

Our intent is not to focus on unbalanced approaches and does not dismiss that virtuosity should be shown in all families of skills, not just the toss/agility skills that tend to be the fashion of the moment. This word is meant to highlight the contribution of well-rounded abilities/vocabulary/ choreographic choice that includes the full range of possibilities in each piece of equipment and each choreographic choice as filtered through each caption's lens.

### **Profiling**

Recent conversations regarding profiling guidelines have revealed that many in the Instructor community still feel that when the 2<sup>nd</sup> box is placed over the first it reflects a weakness in book and choice.

Though the sub-caption scores are directly related through profiling, Judges are asked to also rank within each sub-caption. The sub-caption ranking and spreads between groups (inside the sub-caption) may require a percentage of disconnect between "What and How". Instructors accept this more when they are assured that profiling is not seen in isolation but in comparison (sub-caption ranking).

One item that holds Instructors back is the use of the terms "What and How". These terms have been hardwired into the understanding (but more importantly the explanation) of the sub-captions and how they work. The "What and How" shorthand for the sub-captions leads instructors to the skating & diving models of fixed values for skills and achievement scoring ceilings based on those fixed values. This is a misinterpretation of the intent of the sub-captions and how we use them to arrive at a score. (Each Marching Arts activity has its own philosophy on this. This may be a point where the 'activities' do not agree. Remember to switch gears here if needed)

We ask Judges, in critique situations, to prioritize explaining why a score may be "upside down". Instructors should feel comfortable bringing this up. Weakness in book is still a viable response but assuming that as the sole motivation is a misstep on the part of the Instructor. Judges must explain and educate even when not asked. A quick response to help Instructors understand this is: "**The HOW is not competing with the WHAT**"

There is no change in The Profiling Guideline. You are still encouraged to use your full range of numbers available to reflect the day's performances. We ask that, when possible, you help with the educational efforts towards Instructors through local and Regional critiques as well as conversations with your Lead Judges so they may communicate directly to Instructors when asked. We still, "...give the unit as many points as you can."

In the future, we will look at the use of "What" & "How" in the Judge Manual and find opportunities to move towards "**Challenges**" & "**Achievements**" (the plural use implies the collective over time). You will see these terms shift over the year.

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Independent World Class guards demonstrate advanced/virtuosic to standard-setting qualities in repertoire and performance. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

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
- Visual Musicality/Mood
- Effective use of Difficulty and Risk

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## 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
- Demonstrated Authenticity and Believability as a result of Emotional Maturity

### 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

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200

**WGI GENERAL EFFECT INDEPENDENT WORLD CLASS**

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 98			BOX 6 New Standards 99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													
<b>REPertoire Effect – AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:</b>																													
<ul style="list-style-type: none"> <li>The program is unclear and under-developed.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped, some thought and clarity.</li> <li>Some creativity with unsophisticated concepts.</li> <li>Minimal or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, moderately developed, with adequate, although unsophisticated, creativity.</li> <li>Generally successful PV provides moderate enhancement.</li> <li>Program may still be a work in progress.</li> </ul>	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> <li>Strong and well developed.</li> <li>Concepts, while excellent, may not explore new realms of creativity.</li> <li>Strong attention to detail and PV enhance the program.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and fully developed.</li> <li>Superior concepts explore new realms of creativity and imagination</li> <li>Consistently successful and effective PV provides constant enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Pacing is attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly successful and moderately engages the audience.</li> </ul>	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Consistently successful and guides the audience through intended aesthetic, emotional, and intellectual responses.</li> </ul>	<ul style="list-style-type: none"> <li>Completely successful in producing optimum intended impact.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Some fundamentals, often weak, occasionally depict the concept and create effect.</li> <li>Coordination is attempted.</li> <li>Crafting of EQ and MV phrases is not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield moderate effect.</li> <li>Crafting of EQ and MV phrases is apparent and moderately effective.</li> <li>Some moments of unique and effective design.</li> </ul>	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> <li>Reflects a mature understanding of repertoire design and crafting of phrase.</li> <li>Excellent range and variety, with consistent quality and interest.</li> </ul>	<ul style="list-style-type: none"> <li>An unparalleled profusion of creative and effective design, combining optimum quality, originality, variety, and detailed crafting of phrase.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Sometimes attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate, with mostly successful responses.</li> </ul>	RANGE AND VARIETY OF EFFECTS: AESTHETIC/ EMOTIONAL/ INTELLECTUAL	<ul style="list-style-type: none"> <li>Excellent and consistently successful in guiding the audience through the intended responses.</li> </ul>	<ul style="list-style-type: none"> <li>Maximized and completely successful in elevating and guiding the audience through maximized aesthetic, emotional, and intellectual responses.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Usually successful in guiding the audience through the program intent.</li> </ul>	VISUAL MUSICALITY/ MOOD	<ul style="list-style-type: none"> <li>Always successful in guiding the audience through the program intent.</li> </ul>	<ul style="list-style-type: none"> <li>Maximized, producing full effect.</li> </ul>																								
<ul style="list-style-type: none"> <li>Minimal.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	EFFECTIVE USE OF DIFFICULTY AND RISK	<ul style="list-style-type: none"> <li>Strong.</li> </ul>	<ul style="list-style-type: none"> <li>Superb.</li> </ul>																									
<b>PERFORMANCE Effect – AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS BETTER:</b>																													
<ul style="list-style-type: none"> <li>There is a lack of performer involvement in creating audience engagement and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional or inconsistent</li> <li>The program may limit the opportunity to demonstrate skills.</li> </ul>	<ul style="list-style-type: none"> <li>An average range is understood and moderately successful.</li> <li>Program may be a work in progress, but provides adequate opportunity.</li> </ul>	ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> <li>A broad range is understood and consistently achieved.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range throughout, with maximized manipulation of audience response.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>A fair understanding, although may be sporadic in their definition and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement most of the time.</li> </ul>	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> <li>Strong awareness and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement of a broad range.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and moment to moment.</li> </ul>	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement with maximized manipulation of audience response.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and within the show.</li> </ul>	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUALITY AND VISUAL MUSICALITY	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement with maximized manipulation of audience response.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement of a broad range.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and within the show.</li> </ul>	DEMONSTRATED AUTHENTICITY AND BELIEVABILITY AS A RESULT OF EMOTIONAL MATURITY	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement with maximized manipulation of audience response.</li> </ul>																								

Scholastic World Class guards demonstrate advanced to standard-setting qualities in repertoire and performance.

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



# Scholastic World Class General Effect

## Repertoire Effect

Score

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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
- Visual Musicality/Mood

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## 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

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200

**WGI GENERAL EFFECT SCHOLASTIC WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards												
0 to 06			07 to 29				30 to 59				60 to 89			90 to 98			99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													

**REPertoire Effect – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>The program is unclear and under-developed.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped, some thought and clarity.</li> <li>Some creativity with unsophisticated concepts.</li> <li>Minimal or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, moderately developed, with adequate, although unsophisticated, creativity.</li> <li>Generally successful PV provides moderate enhancement.</li> <li>Program may still be a work in progress.</li> </ul>	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> <li>Strong and well developed.</li> <li>Concepts, while excellent, may not explore new realms of creativity.</li> <li>Strong attention to detail and PV enhance the program.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and fully developed.</li> <li>Superior concepts explore new realms of creativity and imagination</li> <li>Consistently successful and effective PV provides constant enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>Pacing is attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly successful and moderately engages the audience.</li> </ul>	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Consistently successful and guides the audience through intended aesthetic, emotional, and intellectual responses.</li> </ul>	<ul style="list-style-type: none"> <li>Completely successful in producing optimum intended impact.</li> </ul>	
	<ul style="list-style-type: none"> <li>Some fundamentals, often weak, occasionally depict the concept and create effect.</li> <li>Coordination is attempted.</li> <li>Crafting of EQ and MV phrases is not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield moderate effect.</li> <li>Crafting of EQ and MV phrases is apparent and moderately effective.</li> <li>Some moments of unique and effective design.</li> </ul>	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> <li>Reflects a mature understanding of repertoire design and crafting of phrase.</li> <li>Excellent range and variety, with consistent quality and interest.</li> </ul>	<ul style="list-style-type: none"> <li>An unparalleled profusion of creative and effective design, combining optimum quality, originality, variety, and detailed crafting of phrase.</li> </ul>	
	<ul style="list-style-type: none"> <li>Sometimes attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate, with mostly successful responses.</li> </ul>	RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL	<ul style="list-style-type: none"> <li>Excellent and consistently successful in guiding the audience through the intended responses.</li> </ul>	<ul style="list-style-type: none"> <li>Maximized and completely successful in elevating and guiding the audience through maximized aesthetic, emotional, and intellectual responses.</li> </ul>	
	<ul style="list-style-type: none"> <li>Sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Usually successful in guiding the audience through the program intent.</li> </ul>	VISUAL MUSICALITY/ MOOD	<ul style="list-style-type: none"> <li>Always successful in guiding the audience through the program intent.</li> </ul>	<ul style="list-style-type: none"> <li>Maximized, producing full effect.</li> </ul>	

**PERFORMANCE EFFECT - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS BETTER:**

<ul style="list-style-type: none"> <li>There is a lack of performer involvement in creating audience engagement and emotion.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> <li>The program may limit the opportunity to demonstrate skills.</li> </ul>	<ul style="list-style-type: none"> <li>An average range is understood and moderately successful.</li> <li>Program may be a work in progress, but provides adequate opportunity.</li> </ul>	ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> <li>A broad range is understood and consistently achieved.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range throughout, with maximized manipulation of audience response.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>A fair understanding, although may be sporadic in their definition and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement most of the time.</li> </ul>	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> <li>Strong awareness and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement of a broad range.</li> </ul>	
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and moment to moment.</li> </ul>	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement with maximized manipulation of audience response.</li> </ul>	
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and within the show.</li> </ul>	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUALITY AND VISUAL MUSICALITY	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement with maximized manipulation of audience response.</li> </ul>	
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> <li>Strong and consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Superlative achievement of a broad range.</li> </ul>	

**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
- Visual Musicality/Mood

Box 1	Box 2	Box 3	Box 4	Box 5
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 94 98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

# 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

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200

**WGI GENERAL EFFECT OPEN CLASS**

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	14	21	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"> <li>The program is not clear and identifiable.</li> </ul>	<ul style="list-style-type: none"> <li>Programming is not yet fully understood or demonstrated.</li> <li>Some moderate design ideas, but concepts are not clear or successful.</li> <li>Minimal, adequate, or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Program intent is clear and successfully employs repertoire design principles, with moderate imagination and variety.</li> <li>Generally successful PV provides moderate enhancement.</li> <li>Program may still be a work in progress.</li> </ul>	<b>PROGRAM CONCEPT AND PRODUCTION VALUE</b>	<ul style="list-style-type: none"> <li>Well developed and effective, with strong design principles and creative ideas.</li> <li>Impressive and effective PV enhances the program.</li> </ul>	<ul style="list-style-type: none"> <li>Strong, fully developed and effective, engages the audience through creative ideas.</li> <li>Consistently impressive and effective PV provides completely successful enhancement.</li> <li>There is maturity to the program.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrates the basics but must be further developed to produce the desired reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Successful awareness of effect planning produces a good level of effect.</li> <li>Imagination and surprise elevate the programming.</li> </ul>	<b>DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS</b>	<ul style="list-style-type: none"> <li>Good effect planning and strong audience intrigue.</li> <li>Planned effects are successful.</li> </ul>	<ul style="list-style-type: none"> <li>Well planned, successful and unique, with creative concepts.</li> </ul>
	<ul style="list-style-type: none"> <li>Only basically depict the program concept, and need greater development.</li> <li>Principles of coordination are understood and produce some effect.</li> <li>Crafting of EQ and MV phrases is not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of development, and coordination, imagination and surprise.</li> <li>Basic crafting of EQ and MV phrases is apparent and moderately effective.</li> </ul>	<b>EFFECTIVE DESIGN OF EQ, MV AND STAGING</b>	<ul style="list-style-type: none"> <li>A good range of creative ideas, development, coordination, and crafting of EQ and MV phrases, successfully engages the audience.</li> </ul>	<ul style="list-style-type: none"> <li>EQ/MV design, staging, coordination, and crafting of phrase explore a wide range of development with variety and interest.</li> </ul>
	<ul style="list-style-type: none"> <li>Only basically depict the program concept, and need greater development.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety adds interest.</li> <li>Imagination, surprise, and personality elevate the programming.</li> </ul>	<b>RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL</b>	<ul style="list-style-type: none"> <li>Greater variety, depth and maturity add interest to the repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative and successful variety adds interest/depth to the repertoire.</li> </ul>
	<ul style="list-style-type: none"> <li>Moderate musical interpretations are attempted but not fulfilled.</li> <li>Mood is not sustained and intended effect is questionable/limited.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good range of interpretation.</li> </ul>	<b>VISUAL MUSICALITY/ MOOD</b>	<ul style="list-style-type: none"> <li>Mood and visual musicality explore more complex interpretations and are consistently successful.</li> </ul>	<ul style="list-style-type: none"> <li>Mood and visual musicality successfully explore varied interpretations.</li> </ul>

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

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

**A Class guards demonstrate intermediate 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 & Production Values
- Dramatic Contour & Pacing of Planned Effects
- Effective Design of Equipment, Movement, and Staging
- Range and Variety of Effects: Aesthetic, Emotional, Intellectual
- Visual Musicality/Mood

Box 1	Box 2	Box 3	Box 4	Box 5
<b>0 to 6</b>	<b>7</b> <b>14</b> <b>22</b>	<b>30</b> <b>40</b> <b>50</b>	<b>60</b> <b>70</b> <b>80</b>	<b>90</b> <b>94</b> <b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## Performance Effect

Score

---

100

**Whose performers better:**

- Demonstrated Excellence as an Effect
- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- 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

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200



**WGI GENERAL EFFECT A CLASS**

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	21	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 5 SOME/SOME			SOME/SOME			MOST/MOST			ALL/ALL							
<b>REPertoire Effect – AT AN INTERMEDIATE LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:</b>																										
<ul style="list-style-type: none"> <li>The program is unclear and under-developed.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped, some thought and clarity.</li> <li>Some creativity with unsophisticated concepts.</li> <li>Minimal or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, moderately developed, with adequate creativity.</li> <li>Generally successful PV provides moderate enhancement.</li> <li>Program may still be a work in progress.</li> </ul>	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> <li>Clear and identifiable with good imagination, creativity and greater depth.</li> <li>Impressive and effective PV provides frequent enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, successful and fully developed blend of concepts.</li> <li>Successful and effective PV provides consistent enhancement.</li> <li>Some effective advanced intermediate approaches.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Pacing is attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted and moderately engages the audience.</li> </ul>	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> <li>A sound understanding engages the audience successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Well planned and engages the audience throughout.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Some fundamentals, often weak, occasionally depict the concept and create effect.</li> <li>Coordination is attempted.</li> </ul>	<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects.</li> </ul>	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> <li>Good EQ/MV design, staging and coordination frequently yield successful designed effects.</li> </ul>	<ul style="list-style-type: none"> <li>EQ/MV design, staging, and coordination always yield successful designed effects and depict the concept with quality and range.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Sometimes attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Moderately developed, with adequate creativity.</li> </ul>	RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL	<ul style="list-style-type: none"> <li>Clear and identifiable with good imagination, creativity and greater variety and depth.</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative, successfully utilizing a variety of effects.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Yields some designed effect.</li> </ul>	VISUAL MUSICALITY/ MOOD	<ul style="list-style-type: none"> <li>More consistently sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Fully sustained, effective and always enhancing.</li> </ul>																					
<b>PERFORMANCE Effect - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS BETTER:</b>																										
<ul style="list-style-type: none"> <li>Lacks performer involvement or excellence for engagement, emotion or effect.</li> </ul>	<ul style="list-style-type: none"> <li>Some general awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> <li>Good for this level.</li> </ul>	<ul style="list-style-type: none"> <li>High achievement throughout.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Occasional or inconsistent.</li> <li>Incomplete program limits the opportunity to demonstrate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and moderately successful.</li> <li>Program may be a work in progress, but provides adequate opportunity.</li> </ul>	ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> <li>Understood, with improved communication and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Strong throughout, with added depth and ability to manipulate audience response.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Occasional understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> <li>Confident and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and communicated with greater depth.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Discovering but sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and moment to moment.</li> </ul>	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> <li>More consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Strong throughout, with added depth and ability to manipulate audience response.</li> </ul>																					
	<ul style="list-style-type: none"> <li>Inconsistent and sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and within the show.</li> </ul>	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY	<ul style="list-style-type: none"> <li>More consistent from section to section and within the show.</li> </ul>	<ul style="list-style-type: none"> <li>Strong throughout, with added depth and ability to manipulate audience response.</li> </ul>																					



**Regional A Class guards demonstrate introductory/beginning 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 & Production Values
- Dramatic Contour & Pacing of Planned Effects
- Effective Design of Equipment, Movement, and Staging
- Range and Variety of Effects: Aesthetic, Emotional, Intellectual
- Visual 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 <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## Performance Effect

Score

---

100

**Whose performers better:**

- Demonstrated Excellence as an Effect
- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- 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

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200

**WGI GENERAL EFFECT REGIONAL A CLASS**

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	30	39	50		60	69	80	90	93	100						
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME:			SOME/SOME			MOST/MOST				ALL/ALL to 5 SOME/SOME			SOME/SOME			MOST/MOST			ALL/ALL		

**REPERTOIRE EFFECT – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE REPERTOIRE CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>The program is confused and unclear.</li> </ul>	<ul style="list-style-type: none"> <li>May be clear. with some thought, although undeveloped.</li> <li>Concepts may show some understanding of design and are somewhat engaging.</li> <li>Minimal or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, moderately developed, adequately correct and somewhat engaging.</li> <li>Generally successful PV provides moderate enhancement at this level.</li> <li>Program may still be a work in progress.</li> </ul>	PROGRAM CONCEPT AND PRODUCTION VALUE	<ul style="list-style-type: none"> <li>Clear and identifiable with a sound understanding of programming, yielding good audience engagement for this class.</li> <li>Usually effective PV provides good enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, creative, successful and fully developed for this class.</li> <li>Successful and effective PV.</li> <li>Some effective advanced beginning approaches.</li> </ul>	
	<ul style="list-style-type: none"> <li>Sometimes attempted, at times engaging at this level.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted and moderately engages the audience at this level.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted and moderately engages the audience at this level.</li> </ul>	DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Good introductory understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The program shows logical planning and correctness, demonstrating successful awareness of the basics of planned effects.</li> </ul>
	<ul style="list-style-type: none"> <li>Some fundamentals, often weak, occasionally produce effect.</li> <li>Coordination is attempted.</li> </ul>	<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects at this level.</li> </ul>	<ul style="list-style-type: none"> <li>Proper fundamentals of EQ/MV design, staging, and coordination yield some designed effects at this level.</li> </ul>	EFFECTIVE DESIGN OF EQ, MV AND STAGING	<ul style="list-style-type: none"> <li>Good introductory EQ/MV design, staging and coordination give more interest to the program.</li> </ul>	<ul style="list-style-type: none"> <li>EQ/MV design, staging, and coordination contribute well to the repertoire effect.</li> </ul>
	<ul style="list-style-type: none"> <li>Sometimes attempted, at times engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Moderately developed and somewhat engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Moderately developed and somewhat engaging.</li> </ul>	RANGE AND VARIETY OF EFFECTS: AESTHETIC/ EMOTIONAL/ INTELLECTUAL	<ul style="list-style-type: none"> <li>Good introductory range is more consistently sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative, successfully utilizing a variety of effects.</li> </ul>
	<ul style="list-style-type: none"> <li>Sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Yields some designed effect at this level.</li> </ul>	<ul style="list-style-type: none"> <li>Yields some designed effect at this level.</li> </ul>	VISUAL MUSICALITY/ MOOD	<ul style="list-style-type: none"> <li>More consistently sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained, and effective for this class.</li> </ul>

**PERFORMANCE EFFECT - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS BETTER:**

<ul style="list-style-type: none"> <li>Performer involvement and/or excellence do not exist.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory awareness of general responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with moderate achievement for longer periods of time.</li> </ul>	DEMONSTRATED EXCELLENCE AS AN EFFECT	<ul style="list-style-type: none"> <li>Good for this level, most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Good achievement throughout.</li> </ul>	
	<ul style="list-style-type: none"> <li>Discovering the skills but only sporadic in application.</li> <li>Incomplete program limits the opportunity to demonstrate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with introductory success for longer periods.</li> <li>Program may be a work in progress, but provides adequate opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with introductory success for longer periods.</li> <li>Program may be a work in progress, but provides adequate opportunity.</li> </ul>	ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS	<ul style="list-style-type: none"> <li>Introductory skills are understood, with some communication and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory to beginning skills are communicated by the performers with good engagement.</li> </ul>
	<ul style="list-style-type: none"> <li>Only an occasional introductory understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Growing understanding, with introductory success for longer periods.</li> </ul>	<ul style="list-style-type: none"> <li>Growing understanding, with introductory success for longer periods.</li> </ul>	EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE	<ul style="list-style-type: none"> <li>Displayed with greater confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and communicated effectively.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional or inconsistent involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, introductory success for longer periods.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, introductory success for longer periods.</li> </ul>	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS	<ul style="list-style-type: none"> <li>Introductory skills are more consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory to beginning skills are more consistent from section to section and moment to moment.</li> </ul>
	<ul style="list-style-type: none"> <li>Only an occasional introductory understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, introductory success for longer periods.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, introductory success for longer periods.</li> </ul>	ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY	<ul style="list-style-type: none"> <li>Introductory skills are more consistent from section to section and moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory to beginning skills are more consistent from section to section and moment to moment.</li> </ul>

## **DESIGN ANALYSIS PHILOSOPHY**

### **VERBAL OBSERVATIONS MUST BE EQUALLY DIVIDED BETWEEN THE WHAT AND THE HOW**

In Design Analysis (DA), the judge must be cognitively and analytically aware of the qualities & dimensionality of the composition and recognize and reward cumulative aspects of design through equipment, movement and staging.

- The judge must recognize, analyze, value and compare each composition in the act of assigning a score.
- Assess the composing quality: first measure the "whole", and then measure the writing process within the whole. In measuring "the whole," remember that the sum always has greater significance than any one of its parts in isolation.
  - The mere existence of design elements will not ensure quality. It is the skill of composing, arranging, and orchestrating that will denote quality in this caption.
  - The fact that there appear to be no design problems does not insure, in and of itself, a high quality of composition.

. . . . .

## **COMPOSITION**

### **UNDERSTANDING ARTISTIC FORM IN COMPOSITION**

The term FORM has different meanings depending on whether it refers to form "in design" or form "of design". The former has a very general and loose meaning simply expressing the fact that all art is not a chaotic conglomeration of images but consists of elements arranged in orderly fashion according to numerous obvious principles. Form is so essential that it is difficult to imagine how it could be avoided. In music, for example, even the simplest melody shows relationships of pitch (intervals), time values (rhythm), grouping (phrases), etc.

- Form is the general principle and scheme that governs the overall structure of a composition.
- Form is the structural outline, comparable to an architect's ground plan, in the composer's mind when he sets out to write or responds through the compositional process.
  1. Within this premise we recognize the conceptualization of planned events through time
  2. The choices of what, when, where and how equipment, movement or staging will occur.
  3. Recognize those characteristics inherently suited to the particular design.
- Should there be an absence of the plan or artistic form, then this would provide greater understanding for the reason some compositions appear to be loosely woven or at times have moments of irrelevance ("random acts").
- Often when a group elects to present a literal illustration of the music, then the music becomes an inherent part of the artistic form. The designer might reflect that same form because the designer usually chooses to adhere closely to the literal aspect of the music ("visual musicality").
  1. When a group designs their visual composition where music is only a background element, or when silence is their tool of choice, then the design form depends predominantly on the visual elements of composing. Nonetheless, we will still recognize those visual reflections of phrasing, meter, dynamics, and inter-related visual lines that combine in harmony or dissonance depending on the choice of the design moment ("musical visuality").
  2. Often, we find that phrasing through the music is a universal aspect of the composition.

**In measuring "the composing process" within the composition, the judge should recognize the quality of design within the parts.**

- A composition with a noted deficiency in equipment, movement, or staging, or consideration of audio structure will be at risk, even if it is well composed.
- The judge should be aware of when the composition is "presentational" (events done in a fixed position) and, by contrast, when there is the added quality of MOTION in the development and progression of the design.
  1. It is through the comparison aspect, when measuring the composition with other competitors that this potential deficiency is considered and might influence ranking within the sub-caption.
  2. This is not to suggest that the "parts" supersede the art of composing, or that the art of composing supersede the parts. The importance lies in the consideration of **both** as measures of quality.

**HORIZONTAL COMPOSING** reflects the development of events through time from start to finish of the show. **VERTICAL COMPOSING** reflects the design of the body and equipment within each event. **They usually ARE the event. Both the vertical and horizontal aspects of composing are inseparable. Our language is used for convenient and easy descriptions.**

- Consider when, where, how and why the equipment and body events occur. This gives relevance and value to the larger plan of the whole design. The choice of when and where equipment or movement will appear is an important part of the design plan and elevates their contributions beyond mere random existence of these parts.
- Recognize design in equipment, and movement; apply the principles of design to the moving shaping human body and its manipulation of equipment. Elements of line, shape, symmetry, dimension, etc., when applied to the orchestration of flags, rifles, sabers, props, arms, legs, and torso, provides a unique opportunity to create design in space. Choices of direction, plane and speed connect the lines and shapes, create contrast and dimension, and contribute to the inherent depth of the design moment (visual presence). The interrelationship of these elements through choreographic choice should be at a high level in the World Classes. This cross consideration in the choreography should be factored into commentary and the comparative process of the judge.
- When the choreographic effort is high in the hierarchy of the vertical moment, we are obliged to dig deeper into the phrase to look beyond the simple visual presence of the choreographic choice (plane, speed, visual weight, direction, etc.) into the actual skills and how those skills are connected and crafted into the equipment, movement phrase. Know this speaks beyond the reductions of "toss, feature, phrase, quality" into the specifics of the choreographic choice and how those choices relate to the total design.
- Judges should be aware of the importance of the motion that combines each effort, and how that choice of motion through path and speed impacts on the design. In staging we call this "transition" and "development".
  - "Transition" is the animation and the eventual movement between static ideas within the program. Transition moves us between presentational ideas that are usually equipment or movement focused.
  - "Development" is seen when the kinetic spatial consideration is the event itself and the movement and orchestration of the space sits higher in the programmatic hierarchy and possess a choreographic aesthetic of its own. (In its simplest form, we could be speaking of transitions linked to create a development.) The equipment and movement choreographic response should be customized to the moment and the spatial confines. This should be seen as an indicator of depth within the range of compositional options and choices. This use of development should be inherent to the World Class.

- The distinction between “transition” and “development” is where we see the evolution from spatial arrangement to spatial composition. This should be noted through commentary and reflected in the comparative process.
- In equipment or body combinations, we call this “phrasing”. It involves the combining of skills and the choices of how they are connected. In the same way that we would not let a careless “functional” transition go without notice and comment, we ask that we include in our awareness and commentary, the careless & functional connections between skills inside equipment and movement phrases as well as the obvious transitions between focused events (i.e. The awkward resetting of hands to get to a toss, using ‘tuck’ as a default when a phrase hasn’t been attended to, flags carrying at ‘slam’ while running away, a clumsy and functional method for coming out of the ground, etc.).
- Recognize the specific characteristics for both equipment and movement. These characteristics might be important to the music, (voices, dynamics, etc.) or to the character of the performers, or they might be designed to create expressive dynamics. They might also be a part of recurring motifs that lend depth and interest to the design.

These choices within the horizontal (conceptualization) and within the vertical (characteristics) are part of the planning process, and are more than just random layering, dimensionality, and reflection of the soundtrack, detail or nuance. These choices should be specifically discussed as they are recognized. In this way, existence, placement, choice and detailing of the equipment or the movement (alone or in combination) become an aspect of quality within the composing process.

- Composing choices will be based on the treatment of the audio, the emphasis of the design moment and the depth of the program intent.
- The judge should not debate artistic choices in terms of appropriate to the premise or theme. When choreographic choice is intended as elements of the composition to support premise or theme then these efforts are part of the design process and should be reflected as such in the commentary. This does not include the effectiveness of these choices, as that will be covered in General Effect. Judge only the mechanics of composing -- what we call the technical aspect of composition.
- The use of props & set pieces becomes a consideration in the composition when they are on the floor or manipulated by the performers. They can contribute to the design through dimensionality, weight, space, shape and line. When this occurs, they become a part of the process of composition. This is not to be confused with the impact & credit given in GE relative to enhancement of the program concept. An exception might include an instance where the graphic of the floor design is used to motivate events and developments as part of the design. In this instance you may see that different spaces in the floor design have been assigned codes for movement and equipment as performers move into, through, and out of these codified spaces. Here the floor graphic directly relates to the whole of the composition and should not be ignored. In this instance we would be able to comment on depth of design, and the interrelationship of elements.
- In World Class, comment on invention relative to movement, equipment, staging, and application of context or premise. Factor this not just into the commentary but the comparative process as well.

**The absence of design flaw does not assure superior composition.**

- Recognize the difference between thin or sparsely written design and more complex sophisticated efforts. Do not allow the eye to over-react just because the work is easier to follow.
- Measure and credit the presence of design quality & depth.
- Use design terminology in your dialog but make sure that you communicate.
- Apply this to design aspects of equipment and movement as well as staging.

In **Composition** the imaginative and varied use of design components is always the priority.

## EXCELLENCE

### **“THE WHAT AND THE HOW” EXIST SIMULTANEOUSLY.**

- The judge must have a simultaneous awareness of WHAT is being asked of the performers and concurrently know HOW well it is being achieved.
- It is impossible to separate the two components. Our accountability to the score sheet is the only real delineation that exists between the WHAT and the HOW.
- Each observation the judge makes relative to the design qualities should be accompanied by an observation of the degree of excellence with which it is achieved. This will give scoring significance to the commentary. It is only through the filters of our observations of the “what” that can truly and accurately assesses the “how”.

This important consideration requires a thorough understanding of **HOW** elements of design are achieved by the performers.

- **ENSEMBLE CONTROL:** The ability of the ensemble to maintain accuracy, clarity and control with respect to space, time and line. Credit here accuracy & definition of staging -- accuracy & definition of both technical and dynamic equipment and body skills. Understand that the proofs of Ensemble Control are revealed through the tests of exposure. There are numerous ways to demonstrate the simple “group agreements” when the risk of exposure is lessened. When those agreements are tested through the format of the design, we can better acknowledge both the challenge and the achievement of the ensemble. Consider that some settings and environs are more and less forgiving as you assess the achievement of challenges against the fulfillment of the composition.
- **TIMING:** The precise and accurate display of any unison TIMING effort, intended to be done uniformly. The ability to move accurately through space. The sequential and randomly placed formatting of like skills, as a design choice, will still call for proof of timing disciplines. This will call for the judge to **dig deeper and read through the phrase** and not only watch initiations, but arrivals, completions, and markers within the phrase to fully assess timing in regard to Excellence. Forgiving environments in regard to time discipline will call for greater scrutiny through proofs of achievement and factoring in the comparative process.
- **ORIENTATION:** The ability of the ensemble to control direction, spatial relationships and position in equipment/movement/form so as to display the compositional intent in the most accurate manner. In viewing freeform, keep in mind that the traveling path is neither ACCIDENTAL NOR RANDOM. Learn to see and comment on correct or incorrect spacing in this option as well as linear shapes.
- **ARTISTIC AND EXPRESSIVE SKILLS:** The achievement of roles, nuances, and details; the ensemble demonstration of effort changes: space, time, weight and flow.

**In Excellence, we include the comparison of multiple performers.** It is understood that in the consideration of the above aspects and their level of achievement, one does factor multiple performers as these aspects cannot be seen or “proven” by individuals. Process and level of achievement are revealed by the depth of training, timing, and precision, proven by multiples.

### **IN READING THE COMPOSITION, FOCUS ON THE ENTIRE STAGE:**

- Absorb all that the designer places there.

- Design emphasis can move from individuals to a series of events to ensemble statements.
- Accept and appreciate choices where multiple events occur simultaneously
- Recognize when the emphasis is on individuals, and do not fail to notice a secondary emphasis or a non-emphasis when that is the choice.
- All elements function as a part of the whole.
- The visual composition is a symphony of varied designs challenging the viewer in a whole new way. Follow the totality of what you view, absorb all that is presented, and instinctively recognize design principles and the connection between design elements through their interrelationship.
- Read design as you would read a manuscript. You absorb best when the words flow before your eyes in a smooth and fluid reading style. As such, allow the intent of the designer, through the hierarchy of space and movement (emphasis), guide you through the program.
- Develop this style in order to read, appreciate and comprehend the language of the visual design.

### **RECOGNIZING & UNDERSTANDING THE TRIAD**

- Equipment, movement and staging are equal partners in creating design. Together, these three comprise the options that are the triad of design choices.
- They may be presented singly, or in combination, fusing two or three of the choices.
- The simultaneous fusion of all three offers the best opportunities to create the most complex and challenging design option. Be careful not to expect that all three will be exhibited for every count of the program.
- The triad can be composed at many levels of complexity, and in that regard can challenge the students at each class level.
- The triad, in and of itself, is not a guarantee for high credit. Its value is important for the variety and interest of a composition. Its value may also be in that the triad may, though not guarantee, heightened opportunities in achievement.
- The arrangement and orchestration of design, where various blends and presentations are selected and combined by the designer will begin to define the depth, value and quality of each composition. The successful synergy of these choices produces a situation where the worth of the "whole" can be greater than the worth of the individual parts.
- The primary intent behind the emphasis on triad is to reinforce the development of skills in all three areas, and to reward designers for incorporating these areas into their composition.
- The secondary intent behind the triad is to acknowledge and reward the simultaneous fusion of the three as the most challenging area of synergistic design/arrangement.

**THE FOLLOWING PRINCIPLES APPLY TO ALL OPTIONS OF DESIGN IN EQUIPMENT, MOVEMENT, AND STAGING:**

**DESIGN:** The grouping or arrangement of the elements of a composition including plan, function, time and unity.

**COMPOSITION:** The arranging of forms, lines, values and other pictorial elements into a picture design.

**LINE:** A set of markings that leads the viewer's eye through a work of art.

- Line is also used to define shape, a principle component of the “geometric drill” approach to staging.
- Line must also be recognized through the body and equipment in all its shapes and positions.

**SHAPE:** An area defined by an enclosing line. There are four basic shapes in art: sphere, cone, cylinder, and cube. These shapes represent a three-dimensional image because they contain volume or mass. Alone or combined they suggest the structure of almost everything. Their two-dimensional counterparts commonly recognized in geometric drill are viewed as circle, triangle, and rectangle, square.

- There are four similar shapes at a body level: pin shape (vertical) wall (flat) ball (round) twist (curved).
- Equipment will "trace" these shapes through patterns in space. The eye must be quick to see these patterns.

**BALANCE:** A visually favorable distribution of weight.

- Symmetry = formal balance can be divided either horizontally, vertically, diagonally, or radially. Each side reflects the other in an equal distribution of weight.  
Asymmetry = informal balance. Where weight is intentionally shifted into an unequal or non-reflective setting

**DIMENSION:** The use of height, width and depth within equipment, movement, and staging.

- Dimensional moves offer greater interest, provide broader opportunity for musical reflection and put more animation into the performer

**TEXTURE:** Designed relief from stark line and unison effort. This contrast is achieved through form, body and equipment.

**SPACE:** In staging, this is an area used for the presentation of the design. Positive space is the area containing the subject matter. Negative space is the area around the subject matter but not occupying the subject matter. In movement and equipment this refers to the kinesphere; the three-dimensional space surrounding the performer, containing the performer and defined by the performers potential reach in space.

**MASS:** The feel of weight, heaviness, visual volume. In staging this can mean thickness of line or value of form/shape through size and interval or potential doubling. When considering the choreographic contribution, this can easily be seen when the presence of equipment or movement is considered relative to the spatial circumstance.

**WEIGHT:** The distribution of elements within a design. This element will impact on balance as well as on emphasis within the design whole.

**MOTION:** Combines the design elements changing static art to moving design or vocabulary. Motion forces the consideration of time.



- One must understand motion, its aesthetics and function, to apply design principles validly to the changing shapes we measure through equipment, movement & drill/staging phrases.
- Motion reflects space, time, flow and path.
- Choices of motion will alter and enhance design efforts and are design choices as well.

**ARTISTIC EFFORTS:** Qualities that make an aesthetic contribution such as: dramatic role, effort changes (space, time, weight, flow) and dynamic qualities— our expressive language. Nuance and details of design as it relates to a color guard's development of a customized approach or choreographic language, should also be included. These are COMPOSITIONAL considerations involving the aesthetics of design, not a repertoire or showmanship consideration. They measure the design capacity for the highest level of audio/visual representation and support of premise or theme without regard to effect.

- Staging can achieve dynamic credit when effort changes of space, time, weight and flow apply to its design.
- Components of speed, direction, weight and close or open space contributes to the design dynamics and are credited both as artistic design and as support of the sound design.
- Invention is often evident in these artistic efforts and should be reflected in commentary. This should be considered in the comparative process.

**ORCHESTRATION:** The logical progression of ideas as well as the **layering or combination of design options** to enhance the intent and unity of a composition. It includes the visual representation and/or enhancement of the audio and is reflected both horizontally and vertically.

**EMPHASIS** is the planned organization of design establishing priority. It directs the viewer's eye in any work and will help clarify concerns about focus. Emphasis is achieved by contrast, isolation, placement, color, speed or motion. The designer determines the hierarchy of the elements to be viewed and their relationships to each other.

**COLOR** can influence the look of weight, dynamic intensity and emphasis. It can be strong or soft and can influence clarity, readability, and perceptions of depth and space based on the foreground and background. For this reason, the choice of color, along with graphic, is an issue of the design plan. It is this influence and result that is measured in Design Analysis. We do not judge the effect of the color.

**UNITY** is the purposeful agreement among the elements of design. It implies that a congruity exists among the elements. The elements look as though they belong together, as though some visual connection beyond mere chance has caused them to come together.

- This is what we mean when we say that whole must be predominant over the parts.
- First see the whole design before seeing the individual elements.
- The aim of unity is to make the design coherent and readable.

# JUDGING DESIGN ANALYSIS

## **JUDGING INDEPENDENT WORLD CLASS DESIGN ANALYSIS**

Focus on the creative arrangement and design of the events within the show. All elements of design will be considered through strong and challenging concepts of equipment, movement and drill/staging reflective of this class's maturity and exceptional abilities. Staging will most often display multiple events, and more compositions throughout all neighborhoods in this class will present totally new concepts to the judge. Often this will challenge the judge and the judges' personal aesthetic. It is common to experience on-going layered events, and many variations of the fusion of the triad options will be imaginative and challenging and inventive. Treatment of the audio will reflect greater depth, **either literal or abstract**, & detail and nuance will be fully reflected. A full dynamic range should exist, as all possibilities are available to this class because of their exceptional design and performance maturity. It is important to comment on the DESIGN OF EQUIPMENT AND MOVEMENT phrases in order to continue to underscore the importance of those compositional components. Dimensionality will be reflected in long phrases. Depth will be seen in many forms, as these groups will explore the widest range and variety of skills with methods for connection and environmental considerations elevating the skillset beyond the simple accounting of the cumulative skills.

Ensemble excellence should demonstrate a variety of technical and expressive skills. Focus on clarity and the unique skills required to achieve, fulfill and elevate the composition. Recognize and reward full dynamic range and be sensitive to the fact that the priority in this class is to challenge the performer with the greatest skills which call for in depth training and the development of NEW achievement techniques. Encourage and reward the successful demonstration of this achievement.

## **JUDGING SCHOLASTIC WORLD CLASS DESIGN ANALYSIS**

Focus on the creative arrangement and design of the events within the show. All elements of design will be considered through strong concepts of equipment, movement and drill/staging. Staging will often display multiple events, and some compositions will present totally new concepts to the judge. It is common to experience on-going layered events, and many variations of the fusion of the triad options will be imaginative and challenging. Reflection of audio, either literal or abstract, will reflect great depth. Detail and nuance will be fully reflected. A full range of dynamic effort qualities should exist. It is important to comment on the DESIGN OF EQUIPMENT AND MOVEMENT phrases in order to continue to underscore the importance of those compositional components. Dimensionality will be reflected in long phrases.

Ensemble excellence should demonstrate a variety of technical and expressive skills. Focus on clarity and the unique skills required to achieve the composition. Recognize and reward full expressive dynamics and be sensitive to the fact that the priority in this class is to challenge the performer with the greatest skills which call for in depth training and the development of NEW achievement techniques. Encourage and reward the successful demonstration of this achievement.

## **JUDGING OPEN CLASS DESIGN ANALYSIS**

Focus on the logical arrangement and design of the events within the show. The emphasis will be on elements of balance, space, line, texture, and shape as well some exploration of more sophisticated concepts of multiple events. It is time to create more layered efforts and a greater use of the fusion of triad options and dimensionality. At this level, there should be a clear realization of the conceptualization process relative to the placement of equipment and movement events through time. Reflection of musical structure, in addition to phrasing, tempo, and dynamics, should reflect varied meters and begin to explore multiple lines. It is important to reinforce the importance of the design of

equipment and movement in the development of dimensionality in longer phrases. Artistic efforts, details and characteristics should be a part of the vertical orchestration.

Ensemble excellence should focus on clarity and readability. Be aware of aspects of timing and accuracy, dynamic range of essential efforts, and ensemble cohesiveness. Priority in this class is to challenge the development of new skills and a growing level of training. Reinforce maintaining the skills we rewarded in Class A as students move to higher challenges.

As guards develop into the range of Box 4 you will find them including some sophisticated qualities within their design. This reflects the natural desired growth for this class.

### **JUDGING A CLASS DESIGN ANALYSIS**

Focus on the logical design of the events within the show. The emphasis will be on elements of balance, space, line, texture, and shape. It is common to see groups travel into a set then do an equipment or dance sequence at a halt. We encourage the exploration of the principles of the fusion of triad options, recognizing that this will be a challenge to the students. It is reasonable to do some simple body shaping, mostly through weight shifts and gestural moves, and some full arm equipment moves in traveling segments. Learning to employ the blend of skills and the subsequent recognition and reward for this effort is important. Reflection of musical structure should show phrasing, tempo and dynamics. Usually, guards in this class are comfortable reflecting melodic line and some rhythm. It is important to remember the importance of the design of equipment and movement phrases and creating dimensionality in phrases that will most often be done in a fixed position. As guards develop into the range of Box 4 you will find them including many additional qualities within their design. This reflects the natural desired growth for this class.

Ensemble excellence should focus on clarity and readability. Be cognitive of aspects of timing and accuracy and encourage the performers in qualities of expressive dynamics. Be aware of ensemble cohesiveness. Be sensitive to the fact that the priority in this class is training and the consistent development of skills.

### **JUDGING REGIONAL A CLASS DESIGN ANALYSIS**

Compositional qualities should include logic and presentation with good connections and flow from one single idea to the next. Obvious melodic line reflections will be the choice for most groups in reflecting musical structure. Phrasing and meter are important early components to stress and reward. Focus on the correctness of the basics of composition.

As groups approach the Box 4 level, they will begin to demonstrate some National A qualities. Here is where vocabulary and design will offer occasional challenges to the students. At an excellence level, definition of forms, timing and accuracy of equipment and movement, and such elements as pulse, in-step and consistent initiations, arrivals, and builds to new sets will be the priorities.

### **DESIGN ANALYSIS JUDGES ARE ASKED TO CONSIDER:**

#### **Rewarding Choreographic Efforts**

For now, we are asking that any points that already acknowledge choreographic efforts be given special emphasis as we continue to heighten our awareness. We ask Judges to look particular at efforts including (but not limited to) phrasing, crafting, interrelationship etc. This is a continuation of our efforts over the last few seasons.

## Musicality

An archetypical approach to music and the visual interpretation of music is not an out-of-style, nostalgic point of view that is no longer valued as an achievement. We still value the ability to create a multi-sensory effect that considers a connection between the visual choice and the audio setting! This includes archetypical approaches as well as inventive experimental approaches.

In the manual as it stands now, we distinguish between “Visual-Musicality” and “Musical-Visuality” only as a way to illustrate a visual approach that may still contain aspects of good crafting of phrase but may not connect directly to the musical moment. It is in the crafting that we see intent and if the Designer/Choreographer is ignoring, mirroring, contrasting, or extending the audio setting.

In 2020, we added the term *Visual Musicality* to the General Effect sheets’ Points of Comparison to encompass all approaches to manipulating the visual response to the chosen audio setting. **We will also adjust the Design Analysis POC to Read: *Relationship to or Enhancement of the audio through the dynamic range of efforts: space time weight and flow.***

Be Reminded:

- Visual Musicality can exist independent or in conjunction of the audio
- The goal is to create a multi-sensory effect (design choice) through an audio/visual agreement. This possibility exists in a multi-faceted soundtrack as well as an ambient soundtrack.
- Mirroring and contrasting the audio setting are only approaches. It is the connection and elevation of one and/or the other in their relationship (visual choice and audio setting), that becomes the notable achievement. In the limitless approaches, there is a spectrum of possibility as well as a spectrum of achievement. This is not a binary choice or achievement.
- Judges are asked to divorce pre-conceived notions of what ‘being musical’ is.
- **In order to include more of the spectrum of choices, we will shift the Design Analysis Point of Comparison to read: *Relationship to or Enhancement of the audio through the dynamic range of efforts: space time weight and flow.***
- General Effect Point of Comparison change: *Visual Musicality*

## Phrase Length

Phrase length has become a “go-to” excuse allowing a judge to not more fully address a unit’s vulnerability of range, variety, depth, and risk.

We also see that phrase length becomes a hiding place for units as well. Lesser skills with safe connections over time were expected to be elevated to “virtuosic” simply because of the accumulation of continuously active time.

Be Reminded:

- Phrase length is a device to display skills, not a skill itself!
- The time itself is only the indicator for the judge to dig deeper into the skills and connections. The amount of time is not, in and of itself, the skill!
- What is particular to the use of longer phrases is that, as a device, it has a “multiplier” effect (when fully exploited) to the skills and their connections over time.
- Phrase length can also bring endurance into the equation if the challenge merits
- We should work to take *length of phrase* out of the “checked box” approach and make all aware of the spectrum of the use of phrase length as a way to show/elevate skills. This spectrum is defined by a simple accumulation of active time with simple skills and simple connections vs. high-level /high-contrast compound skills with challenging connections displayed over a meaningful length of time with little room for recovery.
- Phrase length is one of the compounding factors like proximity and speed that are factored into the cumulative vocabulary (challenges) when considering depth. It also has the potential in **DA as a design choice** and in GE as part of the Range and Variety of Effects.

Judges are reminded to dig deeper when length of phrase is being used, to consider the meaningful challenges to the performer and program.

### **Virtuosic as a Class Standard for the World Classes**

- Webster's: *Virtuosic* pertaining to *Virtuoso*
- "A person who has a special knowledge of skill in a field"
- Related word that applies here: **"Superlative"**.

It is the "top of their field at the highest point of development" that is to be emphasized in the word for our WGI usage

There has been recent confusion regarding the term *Virtuosic* in the Class Standard descriptive for the World Classes. Some believe *virtuosic* has an implied meaning pertaining to a limited approach to choreography that emphasizes "tricks"

Our intent is not to focus on unbalanced approaches and does not dismiss that virtuosity should be shown in all families of skills, not just the toss/agility skills that tend to be the fashion of the moment. This word is meant to highlight the contribution of well-rounded abilities/vocabulary/ choreographic choice that includes the full range of possibilities in each piece of equipment and each choreographic choice as filtered through each caption's lens.

### **Profiling**

Recent conversations regarding profiling guidelines have revealed that many in the Instructor community still feel that when the second box is placed over the first it reflects a weakness in book and choice.

Though the sub-caption scores are directly related through profiling, Judges are asked to also rank within each sub-caption. The sub-caption ranking and spreads between groups (inside the sub-caption) may require a percentage of disconnect between "What and How". Instructors accept this more when they are assured that profiling is not seen in isolation but in comparison (sub-caption ranking).

One item that holds Instructors back is the use of the terms "What and How". These terms have been hardwired into the understanding (but more importantly the explanation) of the sub-captions and how they work. The "What and How" shorthand for the sub-captions leads instructors to the skating & diving models of fixed values for skills and achievement scoring ceilings based on those fixed values. This is a misinterpretation of the intent of the sub-captions and how we use them to arrive at a score. (Each Marching Arts activity has its own philosophy on this. This may be a point where the 'activities' do not agree. Remember to switch gears here if needed)

We ask Judges, in critique situations, to prioritize explaining why a score may be "upside down". Instructors should feel comfortable bringing this up. Weakness in book is still a viable response but assuming that as the sole motivation is a misstep on the part of the Instructor. Judges must explain and educate even when not asked. A quick response to help Instructors understand this is: **"The HOW is not competing with the WHAT"**

There is no change in The Profiling Guideline. You are still encouraged to use your full range of numbers available to reflect the day's performances. We ask that, when possible, you help with the educational efforts towards Instructors through Local and Regional critiques as well as conversations with your Lead Judges so they may communicate directly to Instructors when asked. We still, "...give the unit as many points as you can."

In the future, we will look at the use of “What” & “How” in the Judge Manual and find opportunities to move towards “**Challenges**” & “**Achievements**” (the plural use implies the collective over time). You will see these terms shift over the year.

Independent World Class guards are comprised of the most sophisticated, advanced/virtuosic level of depth, quality of design, and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

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

## Composition

Score

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Variety of design choices  
Characteristics, detail,  
and nuance

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
- Use of performers' maturity and advanced level of development
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Characteristics, detail, and nuance

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## Excellence

Score

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100

### Whose performers demonstrated the better:

- Achievement of spacing, line, timing, and orientation
- Achievement of a full 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

Score

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200

**WGI DESIGN ANALYSIS INDEPENDENT WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers			BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards															
0 to 06			07 to 29			30 to 59				60 to 89			90 to 98			99 to 100															
0	3	6	7	13	14	21	22	29		30	39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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			5 ALL/ALL + 6 ALL/ALL

**COMPOSITION – AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>There is a lack of readability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional awareness of design fundamentals.</li> <li>Weak composing process and/or elements.</li> <li>Strong sense of program incompleteness.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of design fundamentals and logic.</li> <li>Correct composing process with moderate use of sound design elements.</li> </ul>	<p align="center"><b>USE AND INTERRELATIONSHIP OF DESIGN ELEMENTS IN FORM, BODY AND EQ</b></p>	<ul style="list-style-type: none"> <li>A high degree of design and logic.</li> <li>Well-developed and strong composing process with high-quality elements.</li> </ul>	<ul style="list-style-type: none"> <li>The highest level of sophisticated design is always displayed.</li> <li>Superior composing with superior elements.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>Infrequent or weak connection of events through motion in form, body or EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Good connection of events through motion in form, body and EQ.</li> </ul>	<p align="center"><b>MOTION TO CONNECT EVENTS</b></p>	<ul style="list-style-type: none"> <li>Strong connection of events through motion in form, body and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Superb connection of events through motion in form, body and EQ.</li> </ul>	
	<ul style="list-style-type: none"> <li>Infrequent orch. of EQ and MV on staging.</li> <li>Horizontal construction lacks continuity and development.</li> <li>Minimal crafting of EQ and MV phrases.</li> <li>Rare artistic effort.</li> <li>Obvious need for unification of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal orch. shows good placement, logic and continuity.</li> <li>Good crafting of EQ and MV phrases.</li> <li>Vertical orch. provides a growing vehicle for artistic effort.</li> <li>Incomplete or questionable unity.</li> </ul>	<p align="center"><b>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</b></p>	<ul style="list-style-type: none"> <li>Horizontal orch. shows strong placement, logic, continuity and creativity.</li> <li>Strong crafting of EQ and MV phrases.</li> <li>Vertical orch. is well-developed and provides a strong vehicle for artistic effort.</li> <li>Strong unity elevates the design.</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal orch. weaves a series of creative ideas into a seamless through outstanding placement, logic, and continuity.</li> <li>Superior crafting of EQ and MV phrases.</li> <li>Vertical orch. is always fully developed with depth and artistic effort.</li> <li>Superior unity.</li> </ul>	
	<ul style="list-style-type: none"> <li>Occasional, basic reflection with rare dynamic efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate/basic reflection, with sporadic dynamic efforts.</li> </ul>	<p align="center"><b>RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</b></p>	<ul style="list-style-type: none"> <li>Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Constant reflection and enhancement through a fully developed range of dynamic efforts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct but lacks depth or development.</li> </ul>	<p align="center"><b>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Broad, with excellent depth.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> </ul>	
	<ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	<p align="center"><b>VARIETY OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Broad.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> </ul>	
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Some manifestation enhances depth.</li> </ul>	<p align="center"><b>CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Well-developed and consistently displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and fully developed.</li> </ul>	
<ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	<p align="center"><b>USE OF PERFORMERS' MATURITY AND ADVANCED LEVEL OF DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>Broad.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> </ul>		

**EXCELLENCE - AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>The ensemble is inadequately trained.</li> </ul>	<ul style="list-style-type: none"> <li>Some understanding and uniformity.</li> </ul>	<ul style="list-style-type: none"> <li>Growing consistency with fairly good uniformity.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV &amp; FORM)</b></p>	<ul style="list-style-type: none"> <li>Highly developed skills, maintained with excellent consistency and uniformity.</li> </ul>	<ul style="list-style-type: none"> <li>Superior skills, constantly displayed with superior clarity, ease and uniformity in all responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>Momentary gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement for longer periods.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF A FULL DYNAMIC RANGE: S/T/W/F</b></p>	<ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>	<ul style="list-style-type: none"> <li>Superior achievement of the fullest, most sophisticated, range.</li> </ul>	
	<ul style="list-style-type: none"> <li>Occasionally demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Usually evident and consistent.</li> </ul>	<p align="center"><b>ADHERENCE TO STYLE IN EQ, MV AND MOTION</b></p>	<ul style="list-style-type: none"> <li>Excellent level of consistency - sustained and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and constant.</li> </ul>	
	<ul style="list-style-type: none"> <li>Attempted recovery from frequent breaks and flaws.</li> <li>Inconsistent and sporadic concentration, stamina, and demonstration of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Good physical and mental development.</li> <li>Evident recovery from breaks and flaws.</li> <li>Developing/moderate concentration and stamina.</li> </ul>	<p align="center"><b>TRAINING, CONCENTRATION, STAMINA, RECOVERY</b></p>	<ul style="list-style-type: none"> <li>A high degree of physical and mental development.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>The highest degree of physical and mental development for this age group.</li> <li>Effortless recovery from rare breaks and flaws.</li> <li>Superior concentration and stamina.</li> </ul>	
	<ul style="list-style-type: none"> <li>Inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> <li>There is a crystallization of all efforts.</li> </ul>	



Scholastic World Class guards are comprised of the most advanced level of depth, quality of design, and excellence

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



# Scholastic World Class Design Analysis

## Composition

Score

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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
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Characteristics, detail, and nuance

Box 1	Box 2	Box 3	Box 4	Box 5	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## Excellence

Score

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100

**Whose performers demonstrated the better:**

- Achievement of spacing, line, timing, and orientation
- Achievement of a full 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

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200

**WGI DESIGN ANALYSIS SCHOLASTIC WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards												
0 to 06			07 to 29				30 to 59				60 to 89			90 to 98			99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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		5 ALL/ALL + 6 ALL/ALL					
<b>COMPOSITION – AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:</b>																													
<ul style="list-style-type: none"> <li>There is a lack of readability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional awareness of design fundamentals.</li> <li>Weak composing process and/or elements.</li> <li>Classification might be an issue.</li> <li>Strong sense of program incompleteness.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of design fundamentals and logic.</li> <li>Correct composing process with moderate use of sound design elements.</li> </ul>	<p align="center"><b>USE AND INTERRELATIONSHIP OF DESIGN ELEMENTS IN FORM, BODY AND EQ</b></p>	<ul style="list-style-type: none"> <li>A high degree of design and logic.</li> <li>Well developed and strong composing process with high-quality elements.</li> </ul>	<ul style="list-style-type: none"> <li>The highest level of sophisticated design is always displayed.</li> <li>Superior composing with superior elements.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Infrequent or weak connection of events through motion in form, body or EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Good connection of events through motion in form, body and EQ.</li> </ul>	<p align="center"><b>MOTION TO CONNECT EVENTS</b></p>	<ul style="list-style-type: none"> <li>Strong connection of events through motion in form, body and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Superb connection of events through motion in form, body and EQ.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Infrequent orch. of EQ and MV on staging.</li> <li>Horizontal construction lacks continuity and development.</li> <li>Minimal crafting of EQ and MV phrases.</li> <li>Rare artistic effort.</li> <li>Obvious need for unification of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal orch. shows good placement, logic and continuity.</li> <li>Good crafting of EQ and MV phrases.</li> <li>Vertical orch. provides a growing vehicle for artistic effort.</li> <li>Incomplete or questionable unity.</li> </ul>	<p align="center"><b>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</b></p>	<ul style="list-style-type: none"> <li>Horizontal orch. shows strong placement, logic, continuity and creativity.</li> <li>Strong crafting of EQ and MV phrases.</li> <li>Vertical orch. is well-developed and provides a strong vehicle for artistic effort.</li> <li>Strong unity elevates the design.</li> </ul>	<ul style="list-style-type: none"> <li>Horizontal orch. weaves a series of creative ideas into a seamless through outstanding placement, logic, and continuity.</li> <li>Superior crafting of EQ and MV phrases.</li> <li>Vertical orch. is always fully developed with depth and artistic effort.</li> <li>Superior unity.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Occasional, basic reflection with rare dynamic efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate/basic reflection, with sporadic dynamic efforts.</li> </ul>	<p align="center"><b>RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</b></p>	<ul style="list-style-type: none"> <li>Literal or abstract reflection and enhancement, with a broad and consistent range of dynamic efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Constant reflection and enhancement through a fully developed range of dynamic efforts.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct but lacks depth or development.</li> </ul>	<p align="center"><b>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Broad, with excellent depth.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Weak and/or limited.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	<p align="center"><b>VARIETY OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Broad.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Some manifestation enhances depth.</li> </ul>	<p align="center"><b>CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Well-developed and consistently displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and fully developed.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Some understanding and uniformity.</li> </ul>	<ul style="list-style-type: none"> <li>Growing consistency with fairly good uniformity.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV &amp; FORM)</b></p>	<ul style="list-style-type: none"> <li>Highly developed skills, maintained with excellent consistency and uniformity.</li> </ul>	<ul style="list-style-type: none"> <li>Superior skills, constantly displayed with superior clarity, ease and uniformity in all responsibilities.</li> </ul>																								
<ul style="list-style-type: none"> <li>Momentary gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement for longer periods.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF A FULL DYNAMIC RANGE: S/T/W/F</b></p>	<ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>	<ul style="list-style-type: none"> <li>Superior achievement of the fullest, most sophisticated, range.</li> </ul>																									
<ul style="list-style-type: none"> <li>Occasionally demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Usually evident and consistent.</li> </ul>	<p align="center"><b>ADHERENCE TO STYLE IN EQ, MV AND MOTION</b></p>	<ul style="list-style-type: none"> <li>Excellent level of consistency - sustained and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and constant.</li> </ul>																									
<ul style="list-style-type: none"> <li>Attempted recovery from frequent breaks and flaws.</li> <li>Inconsistent and sporadic concentration, stamina, and demonstration of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Good physical and mental development.</li> <li>Evident recovery from breaks and flaws.</li> <li>Developing/moderate concentration and stamina.</li> </ul>	<p align="center"><b>TRAINING, CONCENTRATION, STAMINA, RECOVERY</b></p>	<ul style="list-style-type: none"> <li>A high degree of physical and mental development.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>The highest degree of physical and mental development for this age group.</li> <li>Effortless recovery from rare breaks and flaws.</li> <li>Superior concentration and stamina.</li> </ul>																									
<ul style="list-style-type: none"> <li>Inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>At high level, consistent and strong.</li> </ul>	<ul style="list-style-type: none"> <li>Superior.</li> <li>There is a crystallization of all efforts.</li> </ul>																									
<b>EXCELLENCE - AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:</b>																													

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
- Relationship to, or enhancement of the audio through the 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
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 94 98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## 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

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200

**WGI DESIGN ANALYSIS OPEN CLASS**

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	14	21	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												

**COMPOSITION – AT AN INTERMEDIATE TO SOME ADVANCED LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

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

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

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

**A Class guards are comprised intermediate levels of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability.**

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

## Composition

Score

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100

**Whose composition contained the greater:**

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2			Box 3			Box 4			Box 5		
<b>0 to 6</b>	<b>7</b>	<b>14</b>	<b>22</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>			Sometimes Knows <b>30 to 59</b>			Frequently Understands <b>60 to 89</b>			Always Applies <b>90 to 100</b>		

## Excellence

Score

---

100

**Whose performers demonstrated the better:**

- Achievement of spacing, line, timing, and orientation
- Achievement of a 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

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200

**WGI DESIGN ANALYSIS A CLASS**

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	14	21	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												

**COMPOSITION – AT AN INTERMEDIATE LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks read-ability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional, presented singly.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals of design and blending of elements.</li> </ul>	<p align="center"><b>USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ</b></p>	<ul style="list-style-type: none"> <li>Good knowledge of fundamentals of design and logic in EQ, MV and form, while additional challenges add depth.</li> <li>Growing understanding of triad options.</li> </ul>	<ul style="list-style-type: none"> <li>Successful and appealing blend of design techniques in EQ, MV and form.</li> <li>Successful application of triad options.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	<p align="center"><b>MOTION TO CONNECT EVENTS</b></p>	<ul style="list-style-type: none"> <li>Consistently incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully incorporated throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Infrequent, presented singly. Incomplete composition may limit scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Some orchestration, but ideas often presented singly.</li> <li>Questionable or incomplete unity of elements.</li> </ul>	<p align="center"><b>DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS</b></p>	<ul style="list-style-type: none"> <li>Strong understanding of continuity, development and design for this level.</li> <li>Unity connects the design.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding of horizontal and vertical orch.</li> <li>Consistent unity and successful design connection.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional, most often basic melody.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects the basic audio structure with occasional dynamic changes.</li> </ul>	<p align="center"><b>RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS</b></p>	<ul style="list-style-type: none"> <li>Fully reflects the basic audio structure with dimensionality, and apparent dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects with greater dimensionality and frequent dynamic changes.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Basically correct.</li> <li>Beginning level of imagination and artistic effort.</li> </ul>	<p align="center"><b>IMAGINATIVE AND INVENTIVE USE OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Good level of imagination and artistic effort.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent display of imagination and artistic effort.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Basic for this class.</li> </ul>	<p align="center"><b>VARIETY OF DESIGN CHOICES</b></p>	<ul style="list-style-type: none"> <li>Good for this class.</li> </ul>	<ul style="list-style-type: none"> <li>Broad for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Dysfunctional, abrupt</li> </ul>	<ul style="list-style-type: none"> <li>Beginning understanding of logical transitions</li> </ul>	<p align="center"><b>TRANSITIONS AND EQ CHANGES</b></p>	<ul style="list-style-type: none"> <li>Logical and well designed.</li> </ul>	<ul style="list-style-type: none"> <li>Embedded in the design, showing depth for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	<p align="center"><b>CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Elevate the composition beyond mere pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Define the details of the composition.</li> </ul>

**EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>Per-formers are generally unaware</li> </ul>	<ul style="list-style-type: none"> <li>Occasional achievement.</li> <li>Sporadic uniformity.</li> <li>Still learning how to move through space.</li> <li>Incomplete program limits demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement of space, line, time, and moving through space.</li> <li>Greater clarity, moderate uniformity.</li> <li>May still be in progress but provides opportunity to demonstrate skills.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)</b></p>	<ul style="list-style-type: none"> <li>Usually achieve space, time, line with expanded responsibilities adding to the range.</li> <li>Consistent achievement moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Always achieved well and with clarity.</li> <li>Good uniformity relative to staging and orientation.</li> </ul>
	<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate achievement of time and weight.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b></p>	<ul style="list-style-type: none"> <li>Achieve an enhanced dynamic range.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of space, time, weight and flow is understood and applied.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizable but not well developed.</li> </ul>	<p align="center"><b>ADHERENCE TO STYLE IN EQ, MV AND MOTION</b></p>	<ul style="list-style-type: none"> <li>Evident and growing.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent broad range of beginning style.</li> </ul>
	<ul style="list-style-type: none"> <li>Frequent breaks and flaws without recovery.</li> <li>Concentration and stamina are sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Attempted recovery from breaks and flaws.</li> <li>Developing stamina and concentration.</li> </ul>	<p align="center"><b>TRAINING, CONCENTRATION, STAMINA, RECOVERY</b></p>	<ul style="list-style-type: none"> <li>Good physical and mental development for this class.</li> <li>Good recovery from infrequent breaks and flaws.</li> <li>Good display of concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed physical and mental development for this class.</li> <li>Quick recovery from rare breaks and flaws.</li> <li>Successful concentration and stamina.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Some.</li> </ul>	<p align="center"><b>ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE</b></p>	<ul style="list-style-type: none"> <li>Good understanding and enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, consistently achieved and enhanced with dynamic gradations.</li> </ul>



Regional A Class guards are comprised of introductory/beginning level of depth, quality of design, and excellence.. Successful design combines a logical composition that facilitates the display of skills and achievability.

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



# Regional A Class Design Analysis

## Composition

Score

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100

**Whose composition contained the greater:**

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Logic and correctness of design
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Transitions and equipment changes
- Characteristics, detail, and nuance

Box 1	Box 2			Box 3			Box 4			Box 5		
<b>0 to 6</b>	<b>7</b>	<b>14</b>	<b>22</b>	<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>	<b>94</b>	<b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>			Sometimes Knows <b>30 to 59</b>			Frequently Understands <b>60 to 89</b>			Always Applies <b>90 to 100</b>		

## Excellence

Score

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100

**Whose performers demonstrated the better:**

- Achievement of spacing, line, timing, and orientation
- Knowledge of a 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

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200

**WGI DESIGN ANALYSIS REGIONAL A CLASS**

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	14	21	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												

**COMPOSITION – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks read-ability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals of design in EQ, MV or staging, presented singly</li> <li>Incomplete composition may limit scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals of design in EQ, MV and staging.</li> <li>Beginning understanding of how to blend elements to create a pleasing whole.</li> <li>Work may still be in progress, but the design ideas are clear.</li> </ul>	USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ	<ul style="list-style-type: none"> <li>Sound knowledge of fundamentals of design and logic in EQ, MV and form.</li> </ul>	<ul style="list-style-type: none"> <li>A successful blend of beginning design techniques in EQ, MV and form.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes incorporated</li> </ul>	MOTION TO CONNECT EVENTS	<ul style="list-style-type: none"> <li>Often incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently incorporated.</li> </ul>
	<ul style="list-style-type: none"> <li>Infrequent, presented singly.</li> <li>A need for unification of ideas is obvious.</li> </ul>	<ul style="list-style-type: none"> <li>Some orchestration, elements are often presented singly.</li> <li>Questionable or incomplete unity of elements.</li> </ul>	DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS	<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals with some orchestration of ideas.</li> <li>Some unity connects the design.</li> </ul>	<ul style="list-style-type: none"> <li>Sound horizontal orchestration.</li> <li>Good unity and understanding of design connection.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals</li> <li>Basically correct for this level.</li> </ul>	LOGIC AND CORRECTNESS OF DESIGN	<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals.</li> <li>Correct and logical for this level.</li> </ul>	<ul style="list-style-type: none"> <li>Correct and logical, showing good development for this level.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional relationship, most often to basic melody.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning reflection of the basic audio structure with occasional dynamic changes.</li> </ul>	RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS	<ul style="list-style-type: none"> <li>Some reflection through exploration of dimensionality of EQ or body.</li> <li>Some apparent dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>EQ and MV reflect the audio with greater dimensionality.</li> </ul>
	<ul style="list-style-type: none"> <li>Dysfunctional, abrupt.</li> </ul>	<ul style="list-style-type: none"> <li>Basically correct for this level.</li> </ul>	TRANSITIONS AND EQ CHANGES	<ul style="list-style-type: none"> <li>Logical and sometimes well designed.</li> </ul>	<ul style="list-style-type: none"> <li>Logical, with good design.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> <li>Often evident.</li> </ul>	<ul style="list-style-type: none"> <li>Usually evident.</li> </ul>

**EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>Per- formers are generally un- aware.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional weak achievement of some responsibilities.</li> <li>Sporadic uniformity.</li> <li>Still learning the principle of moving through space.</li> <li>Incomplete program limits demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>More consistent demonstration of principles involving space, time, and moving through space.</li> <li>Moderate clarity and uniformity.</li> <li>May still be in progress but provides opportunity to demonstrate skills.</li> </ul>	ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)	<ul style="list-style-type: none"> <li>Growing consistency and understanding of space, time and form.</li> <li>More consistent achievement moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding and achievement of space, time and form.</li> <li>Good uniformity relative to staging.</li> </ul>
	<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to develop.</li> </ul>	KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Some achievement of a basic range.</li> </ul>	<ul style="list-style-type: none"> <li>A growing range of dynamic efforts is understood and applied.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizable but not well developed.</li> </ul>	ADHERENCE TO STYLE IN EQ, MV AND MOTION	<ul style="list-style-type: none"> <li>Growing.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and recognizable.</li> </ul>
	<ul style="list-style-type: none"> <li>Frequent breaks and flaws; recovery is not yet understood or attempted.</li> <li>Concentration and stamina are a struggle.</li> </ul>	<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Occasional attempts at recovery from breaks and flaws.</li> <li>Developing stamina and concentration.</li> </ul>	TRAINING, CONCENTRATION, STAMINA, RECOVERY	<ul style="list-style-type: none"> <li>Consistent and ongoing physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Moderate display of concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Good physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Successful concentration and stamina.</li> </ul>
	<ul style="list-style-type: none"> <li>Rare and/ or weak.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to develop.</li> </ul>	ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> <li>Good understanding and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, consistently achieved.</li> </ul>



## **EQUIPMENT AND MOVEMENT PHILOSOPHY**

Verbal observations must be equally divided between “the what” and “the how”

**Judges should recognize and reward the demonstration of training and the techniques behind each skill. Analyze the INDIVIDUAL performer, section, or small group and credit what is written and how it is performed.**

Equipment and Movement are both judged based on specific principles: the efforts of space, time, weight, and flow of energy, technique, training, timing, and uniformity.

- Recognize and identify the vocabulary in order to know **WHAT** the performer is achieving and what skills (training) must be understood in order to achieve.
- Measure the degree of achievement demonstrated by the individual(s).
- The judge must be cognitively and analytically aware of the range of the choreographed vocabulary and recognize and reward cumulative aspects of this material.
- The excellence score will reflect the range of achievement of all the qualities inherent within the vocabulary.
  1. The presence of fundamentals of training, principles of movement or equipment, and the dynamic range of efforts will determine the degree of achievement of the performer.
  2. The “what” and the “how” exist simultaneously.
  3. Proper recognition and verbalization of the Vocabulary is the means to recognize what the performer is achieving. You must know all of the techniques involved in the fulfillment of each skill as well as the challenges presented in the connections of skills.

**Both the “what” and the “how” (vocabulary and achievement) exist simultaneously.**

- The judge must have a simultaneous awareness of WHAT is being asked of the performers, and concurrently know HOW well it is being achieved.
- It is impossible to separate the two components. Our accountability to the score sheet is the only real delineation that exists between the WHAT and the HOW.
- Therefore, it is appropriate that each observation the judge makes relative to the choreographed vocabulary qualities should be accompanied by an observation of the degree of excellence with which it is achieved. Your accurate verbalization of “what” is being done will assure the listener that you are fully reading and crediting the vocabulary and achievement.
- This will give scoring significance to the commentary.
- Proper profiling in each sub-caption is vital to assure the accurate crediting for the performers.

### **Sampling Techniques**

- Identify **who** you are sampling, **what** they are doing and **how** well they are achieving.
- Compare one individual to others in order to measure the consistency of the training and overall achievement.
- Within a unison section presentation, compare the consistency and training of all individuals in the section or within your viewing range.
- In non-unison skills, measure the individual against accepted principles of excellence.
- The formatting of like skills in sequential or randomly placed settings will call for greater scrutiny on the part of the judge. The judge is asked to **dig deeper and read through the phrase** to not only watch initiations, but arrivals, completions, and markers within the phrase to fully assess timing, training, technique, adherence to style and prescribed method, in regard to Achievement and Excellence. This will call for the sampling of multiple performers doing like skills in these

“displaced” settings to fully assess Excellence and factor into the comparative process. Achievement is available in all settings, but the availability of proofs and evidence of that achievement is not the same in all settings. In the archetypical unison setting the assessment is quick and proven and in the displaced setting the assessment must be formed by the collection of evidence over time, thus challenging the judge to not work on the assumption of achievement because of the difficulty of the read and the obvious patterns created only by the most obvious markers in the skill or phrase.

## TECHNIQUES IN IDENTIFYING THE VOCABULARY

- The depth, range and variety within the vocabulary are **cumulative**. Care should be taken not to arrive at a premature assessment. **Don't jump to judgment.**
- Consider each aspect **within the context** of its presentation.
- Each skill does not invite assessment in isolation but must be considered in the context in which it may be written. The connections of skills, forming phrases, should be considered if these connections present their own challenge separate from the skills themselves. This is an indicator of depth and should be factored comparatively.
- If multiple events are occurring simultaneously, scan the stage to sample the range of the choreographed opportunities and the achievement of the individuals/small groups. Let your verbal observations include the sampling comment that you are “scanning” the multiple events.
  1. Understand that this process will invite more of an overview comment but is necessary in order to encompass ALL that is occurring.
- **There is a real difference between training/achievement and a mechanical error.**
  1. If a judge takes the approach of naming a skill and then talking about a technical deficiency which may be noted within that skill, then the observations take on the sound of “tech tapes” which is frighteningly close to “tick tapes” and does not reinforce the tenets of training and achievement.
  2. To illustrate this statement; if an individual or a segment of the guard does an extensive saber phrase with multiple plane changes and two toss variations while the body shapes, turns, jumps and travels, the judge should be processing all of the components being presented, and should be considering what level of training and development was required for the performer(s) to demonstrate this. Perhaps within this phrase they fully achieved most of the vocabulary indicating that their training and processing of the skills was understood and applied. However, within this phrase, perhaps there were a few errors (a drop or a break or a late start). The point to be made here is that the training the performer demonstrates in doing the required phrase is significantly greater in value and priority than the break, drop or late start.
  3. This must be taken in context, and not become an “either/or” scenario. Consistent technique issues will certainly be a red flag that will call the judge's attention to the potential of training problems. They should not, however, be the isolated basis upon which the judge assigns the score.
  4. Judges must recognize and balance the considerations between the training process, the degree of development and fulfillment of the vocabulary, and the “isolated errors” which are bound to occur with even the most mature of our performers.
  5. Most importantly, the judge must first recognize fully, all the layers of skills within the vocabulary.
- READ through the phrase, evaluate the skills demonstrated within the phrase, and assess if new skills were presented that may broaden the range of what was previously demonstrated.
- **Clarification on phrase length.** All shows will have phrases of varying lengths. It is the content within each phrase and how the skills are combined and expressed that you will evaluate and

credit over time. Other than the consideration of endurance, the surviving of a length of time by simply being busy does not constitute the same challenge as a series of high-level skills connected in challenging ways in a setting that may create a separate layer of challenge to the performer. The primary focus of identifying phrase length is to recognize the achievement in an exceptionally challenging setting over time with limited opportunity for recovery.

Do NOT take the liberty of “liking” or “not liking” the choreographer’s choice of the written material. Judge what’s there and how well it is achieved.

### **COMBINING BODY AND EQUIPMENT:**

- When body and equipment are layered, blended, or synergistically designed, new responsibilities occur for the performer thus expanding the range of the vocabulary.
- Consider this blend much as you would consider partnering in dance.
- Balance, gravity, and other principles are compounded and changed for both body and equipment.

### **There are a variety of options available to the choreographer.**

- At times the body and equipment will function in an equal and inseparable (synergistic) display of motion.
- At other times the equipment may be secondary, perhaps carried in a passive position or grounded, as the body explores choices of dance, drama, or staging.
- The body may be in a fixed position in order to display the dexterity of hands and speed or complexity of the equipment. Recognize all of these options in considering the skills and choices within the vocabulary.
  1. Learn to see the qualities that developed the body to perform the combined vocabulary.
  2. Recognize and credit ALL aspects of training to achieve all responsibilities, combinations & possibilities.

### **THE PHYSICS OF MOTION & THE DYNAMIC RANGE OF EFFORTS**

The nature of motion results in the release of energy through a muscular response to an inner or outer stimulus. The response produces a visual result in time and space. This influences the handling of equipment as each equipment skill responds to the degree of tension, flexibility, and strength in the hands, wrists, arms, and entire body. These changes in the body range from inner tensions that the performer feels, and which vary the expression. Gradations of space, time, weight and flow enhance the technical skills and give the viewer a dynamic reflection. The changes in these "efforts" of space, time, weight and flow are the means whereby the dynamics are manifested, and dynamic range is seen.

- These efforts and specific techniques are inseparable and occur simultaneously.
- Within every equipment or movement phrase, techniques will involve the incorporation of effort gradations governing space, time, weight, and flow. These qualities exist simultaneously with such principles as flexion, extension, rotation, muscle development, etc. Without them we would be robotic, and all motion would be impaired.
- The “**physics of motion**” require certain changes in qualities of space, time, weight, and flow. For example, a dancer must have strength in preparation to achieve lightness and height in a jump. The same is true in the execution of an equipment toss.
  - These efforts within an equipment pattern or within a movement combination will occur in initiation, connection, and completion of the given skill; otherwise the skill could not occur.

- In addition to these **inherent efforts**, the vocabulary will also include a layer of **dynamics** where gradations of space, time, weight, and flow will enhance the look of the vocabulary layering it with a range of dynamic qualities.
- As you read through the written material, comprehend all that it involves, and consider the training and understanding the performer must possess in its execution.
- Be specific in identifying your recognition of these efforts and their dynamic range.

**Read, process and understand the entire meaning and involvement within each phrase (range & variety both technically and dynamically), and cumulatively process the phrase in context with the entire vocabulary.**

## **DIFFICULTY AND RISK**

Since the removal of the maximum age in the Independent World Class, these groups have elevated the degree of difficulty in both equipment and body. Separating the scoring sheets of the Independent World Class from the Scholastic World Class is the first step in recognizing the separate standards that have been seen over recent years. This is reflected in the movement and equipment vocabulary criteria where the greatest challenges occur.

FOR INDEPENDENT WORLD CLASS ONLY, the comparison questions we ask:

*“Whose vocabulary contained the greater difficulty and risk?”*

This is intended for us to recognize and reward these considerations of depth when assessing the overall vocabulary and its achievement. Factoring the full range of depth will be key in this class as these performers’ maturity and experience has pushed their skillset into the most extreme of challenges.

We immediately think of “dangerous” skills combining strength and agility as “risk.” However, be reminded that there is a range within both *difficulty* and *risk* that includes other considerations of depth commonly exploited by the Independent World Class. (i.e. proximity, endurance, speed, exposure, and so on)

## **Reminders of perennial concerns**

There are subjects that have come up repeatedly over the last few years as color guards have evolved. Creative choices challenge our sensibilities and abilities to recognize and reward. We see this as a natural step in our evolution. Below are issues that have been an emphasis that bear mention to both Local and National judges.

## **Considering Depth, Environments and Settings and their impact on Vocabulary and Excellence**

When considering depth of vocabulary and the skills needed for fulfillment/achievement, we are asked to look at what some consider “intangibles.” The factors placed on the performers that add a layer of consideration through simultaneous responsibilities or challenges of the environment or setting. The archetypical approach to assessing vocabulary through the accounting of skills (“bean-counting”) does not offer the clearest picture of these external considerations. For years, Analysis Judges have been asked to project themselves into the physicality of the performer to better understand the impact of these self-imposed challenges on the vocabulary. In the Independent World Class, we have specified one aspect of depth as a bullet- *Difficulty and Risk* in order to heighten our awareness of these external factors on the total of the vocabulary.

Other external factors that challenge our full assessment of skills and their achievement, include, but are not limited to:

- Speed
- Frequency of skills within the phrase
- Method by which skills are connected
- Endurance needed to execute in challenging settings over time
- Proximity- this is not to simply be in close format, but to acknowledge the point where individuals must be cognizant of the other performers (kinesthetic awareness) in order to achieve.
- Exposure to error as risk
- Blend of body and equipment and the cross-impact of one on the other.
- Traveling
- Ability to recover as an indicator of training (comparative between individuals)
- Recovery options within the setting (forgiving environments vs. restrictive environments)
- Length of phrase relative to the skills within the phrase and how they are linked.
- Maturity needed to fulfill a given moment
- Ability of performer to sustain the moment in hyper exposed settings whether it be an individual effort that is the single center focus where we would consider the external pressure of that moment, or the exacting skills demonstrated by kinesthetic awareness of the individuals having to match in unison, or displaced settings in extreme demonstrations of skill where that awareness would be notable.
- Difficulty and risk.
- Challenging audio environments
- Intended physical restrictions – blindfolded, arms tied, standing on platforms, inversions (upside down) etc.
- Non-traditional equipment (teddy bear vs. saw blade)
- Shared environments- interdependence between performers and the evidence of kinesthetic awareness.
- Moments of exacting precision (i.e. unison tosses with exceptional proofs of timing, training, and technique.)

In almost all of these examples you see an **added responsibility/awareness of the performer that comes with an increased risk of failure and a decreased opportunity for recovery.**

Any single one of these factors is not to be accounted for in isolation (as a single bean) but as a factor on the displayed skills within these considerations (these factors “change the beans” and ask for beans to be added). We do not check the box and move on but consider how these “intangibles” impact the performer in what is being asked of them, over time, and how they are able to achieve within these challenges. We are hoping to move away from the simple accounting of skills as the single method for assessing vocabulary. We count on the expertise of the Analysis Judges to be able to factor these external intangibles in order to build understanding of the greater considerations of depth and their achievement.

### **Multiples vs. Individuals**

It has been most common to see groups establish vocabulary in group or unison settings and then expand that vocabulary through the use of individual efforts. Recently, we are now seeing more and more groups use individuals to establish the group’s vocabulary and then use unison efforts to expand the vocabulary in order to display proofs of training, timing, technique, and adherence to style. This has called into question the values of individuals displaying of skills vs. unison or small group efforts.

1. We were asked to value singles vs. multiples some years back. The Steering Committee looked at proofs of achievement. If we are comparing the same skill over two groups where

one group displayed the skill as an individual and the other group displayed the skill as a group of five (with all things, including achievement, being equal and the only variable being the single vs. the multiple) we would have to acknowledge the challenge of comparison (training, timing, and technique) and its achievement by the group of five. There would be an added responsibility placed on those performers and a less forgiving environment calling on the performers to be responsible for more in that setting (whether unison or displaced in time).

2. We also spoke of proofs in terms of process that may walk the line of Design Analysis that we feel deserve mention in the IA captions. When the example above becomes a comparative question (reminding you that all factors being equal between the groups and that it is only the variable of multiples vs. individual we are considering) we see hard proof that one unit is able to replicate the event of the other while the assumption of that ability on the group represented by the individual is not evident. This would tip the scale in a comparative setting to the unit offering the hard proof of the achievement. This idea challenges those that account for skills without looking at settings or external factors. I would suggest if you are still in the habit of assessing through accounting then you would have to consider adding a “bean” for every participant’s effort of the skill and its achievement. (We would hope to get past this soon)
3. It is the comparison of the individuals in the group of five and the stand-alone individual; it is the assessment of the environment (settings and format) as forgiving or demanding that must be mentioned. All examples are vocabulary builders, but it is the comparison in exposed situations that offers the proof of a singular exacting sense of time, space, energy, and kinesthetic awareness that are the direct indicators of training, timing and technique.
4. **It is not the setting that is the proof; it is what is done in the setting that is the achievement.** If the judge is able to consider the intangibles of depth, then we would then look at the unison setting (as we would in *phrase length*) and ask: What is being done in these settings and what is the setting’s impact on the skill being presented? How does this impact the challenge to the performer (added simultaneous responsibility?) and is that being achieved? Is the setting more forgiving, or demanding? Is the skill displayed within that setting worthy of note because of the setting? OR Is the unit simply checking a box in creating the setting itself but not meeting the challenges of the setting by the **elevation of skill**? We went through this years back when considering *phrase length* and the same applies here. We do not check the box of phrase length without considering the elements within that phrase. In this case we do not consider the display of unison or group effort as a soul basis for achievement without asking what is being displayed in this unison setting. There is no assumption of proof of timing training and technique or adherence to style or the challenge that comes with high level of skill with an exacting sense of precision, **until we see the hard evidence/proof of such.**

This asks for a greater sense of expertise from the judge requiring an advanced level of identification and an understanding of how this impacts reward. Accounting of skills in the simplest terms will not necessarily accommodate this expectation of the Analysis judge.

#### **Manipulation of hand-held props**

When sampling performers using hand-held props (implements other than authorized equipment), the Equipment Judge should consider the observable physical properties of the implement and the efforts needed to manipulate the implement as you work to identify the skill and achievement of the performers. In the same way the physical differences between flags, rifles, and sabres, call for different techniques, the differences between props like bare poles/pikes, hoops, tree branches, cardboard boxes, batons, chain flags, each offer their own considerations. Units will utilize these implements in hopes of expanding their total vocabulary. In most cases, your observations can be

described using our common language concerning equipment principles (timing, pathways, dynamic efforts, etc.)

Be clear, it is not the implement itself that creates the range, but the expansion of skills required to manipulate the implement that creates the expanded challenge and achievement.

The Color Guard Advisory Board has approved rifle alternatives as “legal” equipment. This impacts the legal equipment time required by the Timing and Penalties Judge. Equipment Judges should expect to see more of these rifle alternatives throughout the season. Be reminded that just as any rifle, these implements should be considered as units establish their Vocabulary. As with any prop, these implements may be used to supplement the units’ Vocabulary.

## **SPECIFIC TO THE EQUIPMENT FOCUS**

**The equipment vocabulary includes but is not limited to:**

- Spins
- Tosses/exchanges
- Carving/extensions
- Hand to hand spins and hand changes
- Multi-planar work
- Wraps
- Working from all parts of the equipment
- Equipment/Body (phrases that depend on the body)
- Phrase sharing (partnering with others)
- Equipment layered on body or movement
- Tempo/meter/rhythm
- Displays of Dexterity, Strength, and Agility
- Dynamic Range of Efforts
  - **SPACE:** *Spatial pathways are direct or indirect.*
  - **TIME:** *Motion gradates from very slow (sustained) through very fast or quick.*
  - **WEIGHT:** *Efforts range from light or soft through strong.*
  - **FLOW:** *Motion gradates from free or open to bound (the “flow” of energy in the arms and upper body - the flow of breath)*

**EQUIPMENT PRINCIPLES:** Each of the following principles requires understanding a method of achievement. The uniform development of these qualities is what we want to show in our equipment. Performers should understand and display training in the following equipment principles:

**1. DYNAMIC RANGE OF EFFORTS** exists in every move. It is the *gradations* within these efforts and the combination of these efforts that increase dynamic range. Efforts include:

- **SPACE:** Changes in the quality of spatial focus or attention either direct or indirect. The six spatial tendencies are: up, down, high, middle, low and in place. Spatial pathways of equipment can be direct or indirect.
- **TIME:** Changes in the quality of time in equipment skills rely on becoming either sustained or slow through fast or quick. The quality of prolonging time is termed sustained. The quality of

urgency or quickening in time is termed quickness. Equipment motion here would gradate from very slow through very fast effort.

- **WEIGHT:** Changes in the quality of the equipment weight. It moves from light/soft through forceful/strong. This is influenced through changes in the muscles of the forearm, tension of the grip and flexibility of the wrist.
- **FLOW:** Use of breath impacts the flow of energy significantly and impacts changes in the quality of the flow of tension; Equipment moves from free and open to bound (controlled by the degree of, or release of, tension in the arms and upper body.) The "going with the flow" of equipment movement we call free; the restriction of the equipment flow we call bound.

**2. POSITION SENSE:** Beginning and completing a skill from a uniform position; control of position within a phrase.

- Hand Position on Equipment
- Uniformity of fixed or carry positions
- The pitch of equipment in spins and tosses
- Relationship of the body to equipment in such skills as wraps or in the act of manipulating the equipment with other body parts than just hands.
- The relationship of the body in equipment presentation or exchanges

**3. TIMING:** The act of moving in unison efforts. In non-unison equipment skills, timing is viewed relative to the interaction or involvement of the various pieces of equipment.

- Initiation of skills
- Speed of skill - tempo
- Completion of skill
- Phrase length
- Phrase sharing (with body or another piece of equipment).

**4. SPATIAL PATHWAYS:** The adherence to points in space in any three-dimensional carving pattern or extension.

**5. BALANCE:**

- This aspect helps the performer to work with gravity.
- The performer must have a good knowledge of the balance of each piece of equipment and at the same time maintain an inner balance of the whole body.
- It is a fusion of mutual support among all the body parts that brings the whole together and allows the most stable control of equipment.

**6. MOVING THROUGH SPACE:** An awareness of the space around the performers, their kinesphere, the pathways their equipment and body will follow and the area in which equipment patterns can be created and executed.

- ***Sometimes it is not the destination but the motion itself that is important.*** Such motion emphasizes weight and the direct flow of energy calling for uniformity through weight and energy flow and the peak point of the motion. The concentration is on the **ACT OF MOTION** rather than (but not disregarding) the result of reaching a specific destination.

**7. ARTICULATION:** Here the performer must define and achieve each individual aspect of detail involved in any skill or effort.



**8. BREATH** is crucial to motion not only to bring more oxygen to the body but also to give equipment and body motion fluency and harmony.

- Breath will impact on the specific **quality** of motion.
- A phrase of motion "with breath" has a controlled extension in time, a clear beginning and end no matter how fast or how slow it is. It moves with freedom and harmony.
- A phrase "without breath" looks stiff and mechanical (no breathing space).

**9. RHYTHM (the combination of weight and time)**

- It is the pulse or beat of motion and is paramount in creating dynamics.
- Motion may occur as a direct response to a recurrent beat or rhythmic pattern in music.
- The chief purpose of motion is the translation of rhythms and dynamics into physical action.

# JUDGING EQUIPMENT

## JUDGING INDEPENDENT WORLD CLASS EQUIPMENT

We must remind ourselves that performer experience will reflect in the performers' expanded abilities that then, in turn, offer choreographic opportunities to establish expanded vocabularies in this class. The achievement of these exceptional skills offered by these exceptional performers must be considered far beyond absence of error with a keen application of derived achievement. Range and variety will be heightened by a maturity, willingness, and ability to explore and risk. Considerations of depth elevate the skillset beyond the simple accounting of cumulative skills. As you account for skills within the extended phrasing typical in this class, note the frequency of skills, how they are connected, and the environmental considerations that are the window to identifying the depth of vocabulary, along with factors of variety and range. We assume that all possibilities from our collective past are available to these mature performers as they also strive to set new standards.

Focus on the development, achievement and demonstration of mature, advanced/virtuosic, superior skills. Recognize and reward the full dynamic range of efforts blended in constant synergy within all equipment skills and variations. It is essential that performers understand and apply the broadest range of all the principles and essential efforts at this level. Performers should strive for a high level of excellence within the broadest vocabulary. Encourage and reward the excellent demonstration of these skills. With the fusion of body and equipment, recognize those times when body will motivate the equipment and when equipment will motivate the body.

## JUDGING SCHOLASTIC WORLD CLASS EQUIPMENT

Focus on the development, achievement, and demonstration of advanced skills. Recognize and reward the full dynamic range of efforts blended in constant synergy within all equipment skills and variations. It is essential that performers understand and apply the broadest range of all the principles and essential efforts at this level. Performers should strive for a high level of excellence within the broadest vocabulary. Encourage and reward the excellent demonstration of these skills. With the fusion of body and equipment, recognize those times when body will motivate the equipment and when equipment will motivate the body.

## JUDGING OPEN CLASS EQUIPMENT

Focus on the training and achievement of more mature equipment skills. Recognize which new principles are essential at this level; reinforce them as well as those principles essential in the intermediate and advanced levels; encourage the excellent demonstration of these skills. It is important to develop a sound understanding of dynamics in this class; qualities of space, time, weight, and flow must be reinforced, as an integral part of all techniques. The Open Class performers should strive for a **high** level of excellence within a specific range of moderate skills. It is reasonable for these same performers to achieve a **moderate** level of excellence in some mature skills should they undertake these. This is commonly seen as performers achieve at the level of Box 4.

## JUDGING A CLASS EQUIPMENT

Focus on the training and achievement of intermediate equipment skills suitable to this class. Recognize which principles are essential at an intermediate level and train for the excellent demonstration of these skills. It is reasonable to expect the performers to strive for a **high** level of excellence within a specific range of the choreographed vocabulary.

## **JUDGING REGIONAL A CLASS EQUIPMENT**

Focus on the training and achievement of the simplest introductory and beginning equipment skills. Keep in mind the age of these performers and remember that this is a beginning experience for them. Recognize which principles are essential at a beginning level and train for the excellent demonstration of these skills. It is reasonable to expect the performers to strive for a moderate level of excellence within a specific range of the beginning choreography.

As performers approach Box 4, they will begin to demonstrate characteristics that indicate their training and development is near ready for National A Class. The purpose of this class is to help the performers grow in the very elementary and beginning principles and efforts in handling equipment. Many may use props, small swing flags, or other pieces of equipment, which can be handled through full arm rotation. Always support proper training and development on whatever piece of equipment is used.

### **\*\* INDIVIDUAL ANALYSIS JUDGES ARE ASKED TO CONSIDER:**

#### **Phrase Length**

Phrase length has become a “go-to” excuse allowing a judge to not more fully address a unit’s vulnerability of range, variety, depth, and risk.

We also see that phrase length becomes a hiding place for units as well. Lesser skills with safe connections over time were expected to be elevated to “virtuosic” simply because of the accumulation of continuously active time.

Be Reminded:

- Phrase length is a device to display skills, not a skill itself!
- The time itself is only the indicator for the judge to dig deeper into the skills and connections. The amount of time is not, in and of itself, the skill!
- What is particular to the use of longer phrases is that, as a device, it has a “multiplier” effect (when fully exploited) to the skills and their connections over time.
- Phrase length can also bring endurance into the equation if the challenge merits
- We should work to take *length of phrase* out of the “checked box” approach and make all aware of the spectrum of the use of phrase length as a way to show/elevate skills. This spectrum is defined by a simple accumulation of active time with simple skills and simple connections vs. high-level /high-contrast compound skills with challenging connections displayed over a meaningful length of time with little room for recovery.
- Phrase length is one of the compounding factors like proximity and speed that are factored into the cumulative vocabulary (challenges) when considering depth. It also has the potential in DA as a design choice and in GE as part of the Range and Variety of Effects.

Judges are reminded to dig deeper when length of phrase is being used, to consider the meaningful challenges to the performer and program.

#### **Virtuosic as a Class Standard for the World Classes**

- Webster’s: *Virtuosic* pertaining to *Virtuoso*
- “A person who has a special knowledge of skill in a field”
- Related word that applies here: **“Superlative”**.

It is the “Top of their field at the highest point of development” that is to be emphasized in the word for our WGI usage

There has been recent confusion regarding the term *Virtuosic* in the Class Standard descriptive for the World Classes. Some believe *virtuosic* has an implied meaning pertaining to a limited approach to choreography that emphasizes “tricks”

Our intent is not to focus on unbalanced approaches and does not dismiss that virtuosity should be shown in all families of skills, not just the toss/agility skills that tend to be the fashion of the moment. This word is meant to highlight the contribution of well-rounded abilities/vocabulary/ choreographic choice that includes the full range of possibilities in each piece of equipment and each choreographic choice as filtered through each caption’s lens.

### **Profiling**

Recent conversations regarding profiling guidelines have revealed that many in the Instructor community still feel that when the second box is placed over the first it reflects a weakness in book and choice.

Though the sub-caption scores are directly related through profiling, Judges are asked to also rank within each sub-caption. The sub-caption ranking and spreads between groups (inside the sub-caption) may require a percentage of disconnect between “What and How”. Instructors accept this more when they are assured that profiling is not seen in isolation but in comparison (sub-caption ranking).

One item that holds Instructors back is the use of the terms “What and How”. These terms have been hardwired into the understanding (but more importantly the explanation) of the sub-captions and how they work. The “What and How” shorthand for the sub-captions leads instructors to the skating & diving models of fixed values for skills and achievement scoring ceilings based on those fixed values. This is a misinterpretation of the intent of the sub-captions and how we use them to arrive at a score. (Each Marching Arts activity has its own philosophy on this. This may be a point where the ‘activities’ do not agree. Remember to switch gears here if needed)

We ask Judges, in critique situations, to prioritize explaining why a score may be “upside down”. Instructors should feel comfortable bringing this up. Weakness in book is still a viable response but assuming that as the sole motivation is a misstep on the part of the Instructor. Judges must explain and educate even when not asked. A quick response to help Instructors understand this is: **“The HOW is not competing with the WHAT”**

There is no change in The Profiling Guideline. You are still encouraged to use your full range of numbers available to reflect the day’s performances. We ask that, when possible, you help with the educational efforts towards Instructors through Local and Regional critiques as well as conversations with your Lead Judges so they may communicate directly to Instructors when asked. We still, “...give the unit as many points as you can.”

In the future, we will look at the use of “What” & “How” in the Judge Manual and find opportunities to move towards **“Challenges”** & **“Achievements”** (the plural use implies the collective over time). You will see these terms shift over the year.

Independent World Class guards are comprised of advanced/virtuosic to standard-setting levels of vocabulary skills and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

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

# Vocabulary

Score

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100

## Whose vocabulary contained the greater:

- Range, variety and depth of equipment skills
- Dynamic range through the efforts of space, time, weight, and flow
- Difficulty and risk
- 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	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

# Excellence

Score

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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

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200

**WGI EQUIPMENT INDEPENDENT WORLD CLASS**

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 98			BOX 6 New Standards 99 to 100													
0	3	6	7	13	14	21	22	29		30	39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													
<b>VOCABULARY— AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:</b>																													
• Generally lacks readability.	<ul style="list-style-type: none"> <li>Still in the discovery stage.</li> <li>Limited, repetitious, or single efforts.</li> <li>Short phrases.</li> <li>Incompletion might limit the scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	<b>RANGE, VARIETY AND DEPTH OF EQ SKILLS</b>	<ul style="list-style-type: none"> <li>Broad and varied, with significant ambidexterity, versatility, dimensionality, and good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Superior, complex and varied.</li> </ul>	• Sets new standards.																							
	<ul style="list-style-type: none"> <li>Sporadically written for this class; only occasionally included.</li> </ul>	<ul style="list-style-type: none"> <li>More frequent and mature gradations, with growing connection between the EQ and MV dynamics.</li> </ul>	<b>DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Broad and varied, with good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Constant and sophisticated gradations demonstrate the fullest dynamic range.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Limited.</li> </ul>	<ul style="list-style-type: none"> <li>Present an average degree of challenge considering the class standard.</li> </ul>	<b>DIFFICULTY AND RISK</b>	<ul style="list-style-type: none"> <li>Present a high degree of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Significant, presenting the highest challenge to further enhance the vocabulary.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Still in the discovery stage, often extremely incomplete and lacking in development.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate variety and more frequent combinations with MV or staging.</li> </ul>	<b>DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY</b>	<ul style="list-style-type: none"> <li>Broad and varied, with significant synergy with MV and/or staging while moving through ongoing dynamic gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Complex, varied synergy of EQ/MV/staging provides an inseparable and superb challenge.</li> </ul>																								
	<ul style="list-style-type: none"> <li>A limited range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of advanced materials is compatible with the training.</li> </ul>	<b>RANGE OF MATERIAL MOST COMPATIBLE</b>	<ul style="list-style-type: none"> <li>A broad range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A constant and extensive range of virtuosic material is compatible with the training.</li> </ul>																								
<b>EXCELLENCE - AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:</b>																													
• Inadequate training in EQ principles.	<ul style="list-style-type: none"> <li>Some development of principles, with occasional consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate development and achievement of principles.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended principles and efforts.</li> <li>Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Superior application of all blended principles and efforts.</li> <li>Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery.</li> </ul>	• Sets new standards.																							
	<ul style="list-style-type: none"> <li>Some development of dynamic efforts.</li> <li>Some individuals may be more expressive than others.</li> <li>Dynamic range may suffer when EQ is layered on MV.</li> </ul>	<ul style="list-style-type: none"> <li>Longer displays of dynamic gradations.</li> <li>Growing connection between MV and EQ dynamics.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Excellent and consistent development, understanding and application of qualities that create dynamics through EQ, consistently moving with gradations of space, time, weight and flow.</li> </ul>	<ul style="list-style-type: none"> <li>The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonably good during multiple or layered responsibilities.</li> <li>Bodies are more consistently developed to control EQ.</li> </ul>	<b>ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES</b>	<ul style="list-style-type: none"> <li>Development and achievement are strong and evident.</li> <li>There is an inseparable dynamic demonstration between MV and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>The synergistic blend of MV and EQ provide an inseparable dynamic display.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Insufficient development, not fully applied.</li> </ul>	<ul style="list-style-type: none"> <li>Use of breath is beginning to be more consistent from individual to individual.</li> </ul>	<b>DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION</b>	<ul style="list-style-type: none"> <li>Breath is understood and used.</li> <li>Strong application of muscle, tension, flexion and rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding and ongoing control supports the fullest completion of phrases.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Developing training or insufficient development for both dynamic and technical responsibilities.</li> <li>Occasional adherence to style.</li> <li>Sporadic recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good training, and individual development.</li> <li>Style is developing and is usually evident and consistent.</li> <li>Evident recovery from breaks and flaws.</li> <li>Moderate to good concentration and stamina.</li> </ul>	<b>TRAINING TO SUPPORT VOCABULARY</b>	<ul style="list-style-type: none"> <li>Strong and evident mental and physical development and training.</li> <li>Evident and consistent style.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Strong and constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Superior mental and physical development and training.</li> <li>Superbly defined characteristics and style.</li> <li>Effortless recovery from rare breaks and flaws during instances of extreme difficulty and risk (where they are weighed against the skills and environment).</li> <li>Superior concentration and stamina.</li> <li>There is a crystallization of all efforts.</li> </ul>																								

**Scholastic World Class guards are comprised of advanced to standard-setting levels of vocabulary skills and excellence.**

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## Vocabulary

Score

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100

### Whose vocabulary contained the greater:

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Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## Excellence

Score

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100

### Whose performers demonstrated the better:

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TOTAL

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200

**WGI EQUIPMENT SCHOLASTIC WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards												
0 to 06			07 to 29				30 to 59				60 to 89			90 to 98			99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													
<b>VOCABULARY— AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:</b>																													
<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>	<ul style="list-style-type: none"> <li>Still in the discovery stage.</li> <li>Limited, repetitious, or single efforts.</li> <li>Short phrases.</li> <li>Incompletion might limit the scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Good range, with fuller phrases exploring moderate variety, ambidexterity, versatility, dimensionality.</li> <li>Methods and techniques require average physical and mental development.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	RANGE, VARIETY AND DEPTH OF EQ SKILLS	<ul style="list-style-type: none"> <li>Broad and varied, with significant ambidexterity, versatility, dimensionality, and good depth.</li> <li>Methods and techniques require a high degree of mental and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>Superior, complex and varied.</li> <li>Methods and techniques require the highest degree of physical and mental development.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Sporadically written for this class; only occasionally included.</li> </ul>	<ul style="list-style-type: none"> <li>More frequent and mature gradations, with growing connection between the EQ and MV dynamics.</li> </ul>	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Broad and varied, with good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Constant and sophisticated gradations demonstrate the fullest dynamic range.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Still in the discovery stage, often extremely incomplete and lacking in development.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate variety and more frequent combinations with MV or staging.</li> </ul>	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY	<ul style="list-style-type: none"> <li>Broad and varied, with significant synergy with MV and/or staging while moving through ongoing dynamic gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Complex, varied synergy of EQ/MV/staging provides an inseparable and superb challenge.</li> </ul>																								
	<ul style="list-style-type: none"> <li>A limited range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of advanced material is compatible with the training.</li> </ul>	RANGE OF MATERIAL MOST COMPATIBLE	<ul style="list-style-type: none"> <li>A broad range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A constant &amp; extensive range of advanced material is compatible with the training.</li> </ul>																								
<b>EXCELLENCE - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:</b>																													
<ul style="list-style-type: none"> <li>Inadequate training in EQ principles.</li> </ul>	<ul style="list-style-type: none"> <li>Some development of principles, with occasional consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate development and achievement of principles.</li> </ul>	UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended principles and efforts.</li> <li>Strong understanding of moving through space and consistent projection of weight and energy toward efficient EQ delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Superior application of all blended principles and efforts.</li> <li>Full understanding of moving through space and constant use of weight and energy toward excellent EQ delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Some development of dynamic efforts.</li> <li>Some individuals may be more expressive than others.</li> <li>Dynamic range may suffer when EQ is layered on MV.</li> </ul>	<ul style="list-style-type: none"> <li>Longer displays of dynamic gradations.</li> <li>Growing connection between MV and EQ dynamics.</li> </ul>	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Excellent and consistent development, understanding and application of qualities that create dynamics through EQ, consistently moving with gradations of space, time, weight and flow.</li> </ul>	<ul style="list-style-type: none"> <li>The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonably good during multiple or layered responsibilities.</li> <li>Bodies are more consistently developed to control EQ.</li> </ul>	ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES	<ul style="list-style-type: none"> <li>Development and achievement are strong and evident.</li> <li>There is an inseparable dynamic demonstration between MV and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>The synergistic blend of MV and EQ provide an inseparable dynamic display.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Insufficient development, not fully applied.</li> </ul>	<ul style="list-style-type: none"> <li>Use of breath is beginning to be more consistent from individual to individual.</li> </ul>	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> <li>Breath is understood and used.</li> <li>Strong application of muscle, tension, flexion and rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding and ongoing control supports the fullest completion of phrases.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Developing training or insufficient development for both dynamic and technical responsibilities.</li> <li>Occasional adherence to style.</li> <li>Sporadic recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good training, and individual development.</li> <li>Style is developing and is usually evident and consistent.</li> <li>Evident recovery from breaks and flaws.</li> <li>Moderate to good concentration and stamina.</li> </ul>	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> <li>Strong and evident mental and physical development and training.</li> <li>Evident and consistent style.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Strong and constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Superior mental and physical development and training.</li> <li>Superbly defined characteristics and style.</li> <li>Effortless recovery from virtually non-existent breaks and flaws.</li> <li>Superior concentration and stamina.</li> <li>There is a crystallization of all efforts.</li> </ul>																								



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.

## Vocabulary

Score

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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
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 94 98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## Excellence

Score

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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

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200

**WGI EQUIPMENT OPEN CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

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

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

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

**A Class guards are comprised intermediate 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 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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL
200

**WGI EQUIPMENT A CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTERMEDIATE LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks readability</li> </ul>	<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> <li>Program is extremely incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety.</li> <li>Longer phrases.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	RANGE AND VARIETY OF EQ SKILLS	<ul style="list-style-type: none"> <li>Broad and well understood for this class.</li> <li>More varied choreographic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfills all opportunities for this class.</li> <li>Broad, varied and versatile intermediate skills.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Apparent gradations of time and weight offer some range.</li> </ul>	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Growing, with more dimensionality and challenges that broaden the range.</li> </ul>	<ul style="list-style-type: none"> <li>Broad, varied and versatile intermediate skills.</li> <li>Dimensional phrases with dynamic range and gradation of efforts.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally combined with MV, motion or staging.</li> </ul>	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> <li>Growing and more varied.</li> <li>Some challenges broaden the range.</li> </ul>	<ul style="list-style-type: none"> <li>Broad, varied and versatile intermediate skills.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of intermediate material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of intermediate material is compatible with the training.</li> </ul>	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> <li>A moderate range of intermediate material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of intermediate to some advanced-intermediate material is compatible with the training.</li> </ul>

**EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>No training in EQ principles demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>Discovering, with some training.</li> <li>Style not understood.</li> <li>Some uniformity in method and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Understood but may vary from individual to individual or relative to effort required.</li> <li>Developing style.</li> <li>More consistent method and timing.</li> </ul>	UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES	<ul style="list-style-type: none"> <li>Understood and often achieved, with consistent uniformity in method, style and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Applied and consistently achieved, with excellent uniformity in method, style and timing for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood and in some cases not written.</li> </ul>	<ul style="list-style-type: none"> <li>Understood but may vary from individual to individual or relative to effort required.</li> <li>Some achievement of time and weight gradations.</li> </ul>	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Gradations of space, time, weight and flow are usually achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Greater achievement of dynamic gradations of space, time, weight and flow.</li> </ul>
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in look of EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Move through space and achieve layered efforts w/more consistent ease.</li> <li>Undeveloped body qualities cause variation in look of EQ.</li> </ul>	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> <li>Body development is improved in support beneath EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Body development lends good support beneath EQ.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood or applied.</li> </ul>	<ul style="list-style-type: none"> <li>Known and sometimes applied.</li> </ul>	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> <li>Understood and frequently applied.</li> </ul>	<ul style="list-style-type: none"> <li>Applied throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate training, concentration and stamina.</li> <li>Growing recovery from breaks and flaws.</li> <li>Average physical and mental development.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> <li>Good training.</li> <li>Evident recovery from occasional breaks and flaws.</li> <li>Consistent concentration and stamina.</li> <li>Good physical and mental development.</li> <li>Some good success at some advanced intermediate challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Successful for this class.</li> <li>Quick recovery from infrequent breaks and flaws.</li> <li>Well achieved concentration and stamina.</li> <li>Good physical and mental development.</li> <li>Good success at some advanced intermediate challenges.</li> </ul>

**Regional A Class guards are comprised of introductory/beginning level 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.



# Regional A Class Equipment

## Vocabulary

Score
100

### Whose vocabulary contained the greater:

- Range and variety 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 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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

<b>TOTAL</b>
<b>200</b>

**WGI EQUIPMENT REGIONAL A CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks readability</li> </ul>	<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> <li>Program is extremely incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	<b>RANGE AND VARIETY OF EQ SKILLS</b>	<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with variety and some versatility.</li> <li>Longer phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>	<b>DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of qualities and gradations.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally combined with MV, motion or staging.</li> </ul>	<b>DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY</b>	<ul style="list-style-type: none"> <li>Some combining with MV or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with some variety of combination with MV and/or staging.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of introductory material is compatible with the training.</li> </ul>	<b>RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING</b>	<ul style="list-style-type: none"> <li>A moderate to broad range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of introductory to some beginning material is compatible with the training.</li> </ul>

**EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>No training in EQ principles demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>Discovering, with some training and uniformity relative to introductory principles.</li> <li>Style not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, but may vary from individual to individual or relative to effort required.</li> <li>Developing style.</li> <li>More consistent method and timing.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF EQ PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Introductory skills understood and often achieved, with more consistent uniformity in method, style and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory and beginning skills are applied and achieved, with improved uniformity in method, style and timing for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, but may vary from individual to individual or relative to effort required.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Gradations of time and weight are achieved for short periods.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory and beginning dynamic efforts are applied with greater success with gradations in time and weight.</li> </ul>
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in look of EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped body qualities cause variation in look of EQ.</li> </ul>	<b>ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES</b>	<ul style="list-style-type: none"> <li>Body development is improving, lending support beneath EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Body development lends good support beneath EQ.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood or applied.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory knowledge is applied in simple efforts.</li> </ul>	<b>DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION</b>	<ul style="list-style-type: none"> <li>Understood and applied in simple introductory efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and applied in introductory to beginning efforts.</li> </ul>
	<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak or no recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate introductory training, concentration and stamina.</li> <li>Inconsistent recovery from breaks and flaws.</li> <li>Average physical and mental development for this level.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>	<b>TRAINING TO SUPPORT VOCABULARY</b>	<ul style="list-style-type: none"> <li>Good training for this class.</li> <li>More evident recovery from breaks and flaws.</li> <li>Developing and moderate concentration and stamina.</li> <li>Good physical and mental development for this class</li> </ul>	<ul style="list-style-type: none"> <li>Successful training for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Developing and good concentration and stamina.</li> <li>Appropriate physical and mental development.</li> <li>Some success at some beginning intermediate challenges.</li> </ul>

## SPECIFIC TO THE MOVEMENT FOCUS

**The movement vocabulary may include but is not limited to:**

- Traveling
- Jumps/hops/leaps
- Turns/multiple turns
- Skills moving in/out of the ground
- Balance skills
- Weight sharing/partnering
- Shaping - Postural/Gestural changes
- Movement layered with equipment
- Dynamic Range of Efforts
  - *SPACE: Motion is direct or indirect.*
  - *TIME: Motion gradates from slow (sustained) through very fast or quick.*
  - *WEIGHT: Efforts range gradates from light or soft through strong.*
  - *FLOW: Motion gradates from free/open to bound (controlled by the degree of or release of tension and breath flowing through the body).*
- INDIVIDUAL RESPONSIBILITIES
  - Method of Build
  - Step Size variations
  - Orientation of Path

**MOVEMENT PRINCIPLES:** Each of the following principles requires understanding a method of achievement. The uniform development of these qualities is what we want to show in our movement. Performers should understand and display training in the following principles.

**1. DYNAMIC RANGE OF EFFORTS** exist in every skill. It is the gradations within these efforts and the combination of these efforts that increase dynamic range. Efforts include:

- **SPACE:** Changes in the quality of spatial focus or attention either direct or indirect. There are six spatial tendencies: up, down, high, middle, low, in place.
- **TIME:** Changes in the quality of time in movement rely on ranging from sustained or slow through fast or quick. The quality of prolonging time is termed sustained. The quality of urgency or quickening in time is termed speed.
- **WEIGHT:** Changes in the quality of the body weight ranging from light or soft through heavy or strong.
- **FLOW:** Use of breath impacts the flow of energy significantly and impacts changes in the quality of the flow of tension. Movement moves from free and open to bound (controlled by the degree of, or release of, tension in the arms and upper body.) The "going with the flow" of movement we call free; the restriction of flow we call bound.

**2. CENTERING:** Maintaining a sense of the body center holds the performer together in motion. It allows free and graceful movement. The ability to hold and organize oneself around one's own physical body center (pelvis).

**3. GRAVITY:** This is the force that holds the performer down on the earth. The performer must learn to work with gravity to his/her advantage because it can otherwise inhibit movement.

**4. BALANCE:** This aspect helps the performer to work with gravity and is MORE than the ability to stand on one leg. The performer must maintain an inner balance of the whole body. It is a tension of mutual support among all the body parts that creates a totality of the body.

**5. POSTURE/ALIGNMENT:** This is closely linked with centering, gravity and balance and will improve automatically as the performer develops the first three elements. It is important to change the perception of the body for there is a wide discrepancy between what FEELS GOOD and what LOOKS RIGHT.

**6. SHAPING:** Involves using the body as an instrument to communicate feelings and ideas in patterns of movement. **GESTURAL** changes include principles of flexion, extension and rotation and apply principally to the arms, legs, and head or to isolated body areas while **POSTURAL** changes involve the full torso in shaping changes.

**7. MOVING THROUGH SPACE:** This is an awareness of the space around you, your kinesphere, the pathways you will use in traveling and the area in which patterns can be created and executed.

– Sometimes **it is not the destination but the motion itself, which is important.** Such motion emphasizes change and allows freedom of interpretation and concentration on the **ACT OF MOVING** rather than on the result of reaching a specific destination.

**8. WEIGHT FORCE AND MUSCULAR DEVELOPMENT/CONTROL.** The means whereby quality changes can occur within any movement effort.

**9. INITIATION OF MOVEMENT.** Knowing where each effort begins within the body. (i.e. an arm gesture begins in the center of the back; a kick is an action that initiates within the hip socket, etc.)

**10. ARTICULATION.** Here the performer must define and achieve each individual aspect or detail involved in any move or effort. Of major importance here is the definition and articulation of feet while raveling, in turns and as part of the line relative to the leg.

**11. BREATH** is crucial to movement to bring more oxygen to the body and give movement fluency and harmony.

- It is not only the physical function of breathing that is important to achieve technical accuracy, but also its use as AN EXPRESSIVE TOOL as part of the language of movement that conveys meaning.
- A skill done with “sense of breath” moves with freedom and harmony.
- A phrase of movement “with breath” has a controlled extension in time, a clear beginning and end no matter how fast or how slow it is.
- A phrase “without breath” looks stiff and mechanical (no breathing space).
- Breathing in harmony with your steps gives a sense of calmness and fluency.
- Release of breath changes the look of the body as the tension is relaxed and movement becomes freer.
- If the performer holds his/her breath the movement looks impaired. Breath impacts both technically and expressively.



## **12. RHYTHM (the combination of weight and time)**

- It is the pulse or beat of motion and is paramount in creating dynamics.
- Motion may occur as a direct response to a recurrent beat or rhythmic pattern in music. The chief purpose of motion is the translation of rhythms and dynamics into physical action.

# **JUDGING MOVEMENT**

## **JUDGING INDEPENDENT WORLD CLASS MOVEMENT**

We must remind ourselves that performer experience will reflect in the performers' expanded abilities that then, in turn, offer choreographic opportunities to establish expanded vocabularies in this class. The achievement of these exceptional skills offered by these exceptional performers must be considered far beyond absence of error with a keen application of derived achievement. Range and variety will be heightened by a maturity, willingness, and ability to explore and risk. Considerations of depth elevate the skillset beyond the simple accounting of cumulative skills. As you account for skills within the extended phrasing typical in this class, note the frequency of skills, how they are connected, and the environmental considerations that are the window to identifying the depth of vocabulary, along with factors of variety and range. We assume that all possibilities from our collective past are available to these mature performers as they also strive to set new standards.

Focus on the development, achievement and demonstration of mature, advanced/virtuosic, superior skills. Recognize and reward the full range of expressive effort qualities blended in constant synergy within all skills and variations. It is essential that performers understand and apply the broadest range of all the principles and effort qualities at this level. Performers should strive for a high level of excellence within the broadest range of choreographed vocabulary. Encourage and reward the excellent demonstration of these skills. With the fusion of body and equipment, recognize those times when body will motivate the equipment and when equipment will motivate the body.

## **JUDGING SCHOLASTIC WORLD CLASS MOVEMENT**

Focus on the development, achievement and demonstration of skills. Recognize and reward the full dynamic range of efforts blended in constant synergy within all skills and variations. It is essential that performers understand and apply the broadest range of all the principles and essential efforts at this level. Performers should strive for a high level of excellence within the broadest range of choreographed vocabulary. Encourage and reward the excellent demonstration of these skills. With the fusion of body and equipment, recognize those times when body will motivate the equipment and when equipment will motivate the body.

## **JUDGING OPEN CLASS MOVEMENT**

Focus on the achievement of intermediate and advanced movement skills suitable for this class. Recognize that new principles are essential at this level; reinforce them as well as those principles essential in this level. Encourage the excellent demonstration of these skills. It is important to develop a sound understanding of the dynamic range created by gradations of space, time, weight, and flow must be reinforced, as an integral part of every technical move. The Open Class performers should strive for a high level of excellence in a specific range of skills.

## **JUDGING A CLASS MOVEMENT**

Focus on the training and achievement of intermediate movement skills suitable for this class's development. Recognize which principles are essential at an intermediate level for the excellent demonstration of these skills. It is reasonable to expect performers to strive for a **high** level of excellence within a specific range of skills.

## **JUDGING REGIONAL A CLASS MOVEMENT**

Focus on the training and achievement of the simplest introductory and beginning movement skills.

Keep in mind the age of these performers and remember that this is a beginning experience for them. Recognize which principles are essential at an introductory level and train for the excellent demonstration of these skills. It is reasonable to expect the performers to strive for a moderate level of achievement within a specific range of the introductory choreographed vocabulary. As performers approach Box 4, they will begin to demonstrate characteristics that indicate their training and development is near ready for National A Class. The purpose of this class is to help the performers grow in the very elementary principles and efforts in movement. Always support proper training and development in whatever movement choice the group displays.

**\*\* INDIVIDUAL ANALYSIS JUDGES ARE ASKED TO CONSIDER:**

**Phrase Length**

Phrase length has become a “go-to” excuse allowing a judge to not more fully address a unit’s vulnerability of range, variety, depth, and risk.

We also see that phrase length becomes a hiding place for units as well. Lesser skills with safe connections over time were expected to be elevated to “virtuosic” simply because of the accumulation of continuously active time.

Be reminded:

- Phrase length is a device to display skills, not a skill itself!
- The time itself is only the indicator for the judge to dig deeper into the skills and connections. The amount of time is not, in and of itself, the skill!
- What is particular to the use of longer phrases is that, as a device, it has a “multiplier” effect (when fully exploited) to the skills and their connections over time.
- Phrase length can also bring endurance into the equation if the challenge merits
- We should work to take *length of phrase* out of the “checked box” approach and make all aware of the spectrum of the use of phrase length as a way to show/elevate skills. This spectrum is defined by a simple accumulation of active time with simple skills and simple connections vs. high-level /high-contrast compound skills with challenging connections displayed over a meaningful length of time with little room for recovery.
- Phrase length is one of the compounding factors like proximity and speed that are factored into the cumulative vocabulary (challenges) when considering depth. It also has the potential in DA as a design choice and in GE as part of the Range and Variety of Effects.

Judges are reminded to dig deeper when length of phrase is being used, to consider the meaningful challenges to the performer and program.

**Virtuosic as a Class Standard for the World Classes**

- Webster’s: *Virtuosic* pertaining to *Virtuoso*
- “A person who has a special knowledge of skill in a field”
- Related word that applies here: **“Superlative”**.

It is the “top of their field at the highest point of development” that is to be emphasized in the word for our WGI usage

There has been recent confusion regarding the term *Virtuosic* in the Class Standard descriptive for the World Classes. Some believe *virtuosic* has an implied meaning pertaining to a limited approach to choreography that emphasizes “tricks”

Our intent is not to focus on unbalanced approaches and does not dismiss that virtuosity should be shown in all families of skills, not just the toss/agility skills that tend to be the fashion of the moment.

This word is meant to highlight the contribution of well-rounded abilities/vocabulary/ choreographic choice that includes the full range of possibilities in each piece of equipment and each choreographic choice as filtered through each caption's lens.

### **Profiling**

Recent conversations regarding profiling guidelines have revealed that many in the Instructor community still feel that when the second box is placed over the first it reflects a weakness in book and choice.

Though the sub-caption scores are directly related through profiling, Judges are asked to also rank within each sub-caption. The sub-caption ranking and spreads between groups (inside the sub-caption) may require a percentage of disconnect between "What and How". Instructors accept this more when they are assured that profiling is not seen in isolation but in comparison (sub-caption ranking).

One item that holds Instructors back is the use of the terms "What and How". These terms have been hardwired into the understanding (but more importantly the explanation) of the sub-captions and how they work. The "What and How" shorthand for the sub-captions leads instructors to the skating & diving models of fixed values for skills and achievement scoring ceilings based on those fixed values. This is a misinterpretation of the intent of the sub-captions and how we use them to arrive at a score. (Each Marching Arts activity has its own philosophy on this. This may be a point where the 'activities' do not agree. Remember to switch gears here if needed)

We ask Judges, in critique situations, to prioritize explaining why a score may be "upside down". Instructors should feel comfortable bringing this up. Weakness in book is still a viable response but assuming that as the sole motivation is a misstep on the part of the Instructor. Judges must explain and educate even when not asked. A quick response to help Instructors understand this is: **"The HOW is not competing with the WHAT"**

There is no change in The Profiling Guideline. You are still encouraged to use your full range of numbers available to reflect the day's performances. We ask that, when possible, you help with the educational efforts towards Instructors through Local and Regional critiques as well as conversations with your Lead Judges so they may communicate directly to Instructors when asked. We still, "...give the unit as many points as you can."

In the future, we will look at the use of "What" & "How" in the Judge Manual and find opportunities to move towards **"Challenges"** & **"Achievements"** (the plural use implies the collective over time). You will see these terms shift over the year.

Independent World Class guards are comprised of advanced/virtuosic to standard-setting levels of vocabulary skills and excellence. Sophisticated challenges emphasize the physical and mental capabilities of these more mature performers.

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



# Independent World Class Movement

## Vocabulary

Score

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100

### Whose vocabulary contained the greater:

- Range, variety and depth of movement skills
- Dynamic range through the efforts of space, time, weight, and flow
- Difficulty and risk
- 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	Box 6
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 93 96</b>	<b>99 to 100</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## Excellence

Score

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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

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200

**WGI MOVEMENT INDEPENDENT WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards												
0 to 06			07 to 29				30 to 59				60 to 89			90 to 98			99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													
<b>VOCABULARY— AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:</b>																													
<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>	<ul style="list-style-type: none"> <li>Still in the discovery stage.</li> <li>Limited, repetitious, or single efforts.</li> <li>Short phrases.</li> <li>Incompletion might limit the scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Good range with moderate variety/ versatility and more dimensional phrases.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	RANGE, VARIETY AND DEPTH OF MV SKILLS	<ul style="list-style-type: none"> <li>Broad and varied, with significant versatility and good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Superior, complex and varied.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Sporadically written for this class; only occasionally included.</li> </ul>	<ul style="list-style-type: none"> <li>More frequent gradations, with growing connection between the MV and EQ dynamics.</li> </ul>	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Broad and varied, with good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Constant and sophisticated gradations demonstrate the fullest dynamic range.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Limited.</li> </ul>	<ul style="list-style-type: none"> <li>Present an average degree challenge.</li> </ul>	DIFFICULTY AND RISK	<ul style="list-style-type: none"> <li>Present a high degree of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Significant, presenting the highest challenge.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Still in the discovery stage, often extremely incomplete and lacking in development.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate variety and more frequent combinations with EQ or staging.</li> </ul>	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY	<ul style="list-style-type: none"> <li>Broad and varied, with significant synergy with EQ and/or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Complex, varied synergy of MV/ EQ/staging provides an inseparable and superb challenge.</li> </ul>																								
	<ul style="list-style-type: none"> <li>A limited range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of advanced material is compatible with the training.</li> </ul>	RANGE OF MATERIAL MOST COMPATIBLE	<ul style="list-style-type: none"> <li>A broad range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A constant and extensive range of virtuosic material is compatible with the training.</li> </ul>																								
<b>EXCELLENCE - AT AN ADVANCED/VIRTUOSIC TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:</b>																													
<ul style="list-style-type: none"> <li>Inadequate training in MV principles.</li> </ul>	<ul style="list-style-type: none"> <li>Some development of principles, with occasional consistency of body line in posture and gesture.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate development and achievement of principles.</li> <li>Sporadic to moderate alignment and definition of body line.</li> </ul>	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended principles and efforts.</li> <li>Highly developed centering, alignment. And postural/gestural line.</li> <li>Strong understanding of moving through space and consistent projection of weight and energy toward efficient MV delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Superior application of all blended principles and efforts.</li> <li>Superior development of centering, balance, weight force, alignment, and connection between all body parts.</li> <li>Full understanding of moving through space and constant use of weight and energy toward excellent MV delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>																							
	<ul style="list-style-type: none"> <li>Some development of dynamic efforts.</li> <li>Some individuals may be more expressive than others.</li> <li>Dynamic range may suffer when EQ is layered on MV.</li> </ul>	<ul style="list-style-type: none"> <li>Longer displays of dynamic gradations.</li> <li>Growing connection between MV and EQ dynamics.</li> </ul>	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended dynamic/technical principles and efforts, with consistent dynamic gradations.</li> </ul>	<ul style="list-style-type: none"> <li>The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonably good during multiple or layered responsibilities.</li> <li>Bodies are more consistently developed to control EQ.</li> </ul>	ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES	<ul style="list-style-type: none"> <li>Development and achievement are strong and evident.</li> <li>There is an inseparable dynamic demonstration between MV and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>The synergistic blend of MV and EQ provide an inseparable dynamic display.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Insufficient development.</li> </ul>	<ul style="list-style-type: none"> <li>Use of breath is beginning to be more consistent from individual to individual.</li> </ul>	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> <li>Breath is understood and used.</li> <li>Strong application of muscle, tension, flexion and rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding and ongoing control supports the fullest completion of phrases.</li> </ul>																								
	<ul style="list-style-type: none"> <li>Developing training or insufficient development for both dynamic and technical responsibilities.</li> <li>Occasional adherence to style.</li> <li>Sporadic recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good training, and individual development.</li> <li>Style is developing and is usually evident and consistent.</li> <li>Evident recovery from breaks and flaws.</li> <li>Moderate to good concentration and stamina.</li> </ul>	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> <li>Strong and evident mental and physical development and training.</li> <li>Evident and consistent style.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Strong and constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Superior mental and physical development and training.</li> <li>Superbly defined characteristics and style.</li> <li>Effortless recovery from rare breaks and flaws during instances of extreme difficulty and risk.</li> <li>Superior concentration and stamina.</li> <li>There is a crystallization of all efforts.</li> </ul>																								

**Scholastic World Class guards are comprised of advanced to standard-setting 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	Box 6
0 to 6	7 14 22	30 40 50	60 70 80	90 93 96	99 to 100
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 98</b>	Sets New Standards <b>99 to 100</b>

## Excellence

Score

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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

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200

**WGI MOVEMENT SCHOLASTIC WORLD CLASS**

BOX 1 Seldom Exp.			BOX 2 Rarely Discovers				BOX 3 Sometimes Knows			POINTS OF COMPARISON	BOX 4 Frequently Understands			BOX 5 Always Applies			BOX 6 New Standards												
0 to 06			07 to 29				30 to 59				60 to 89			90 to 98			99 to 100												
0	3	6	7	13	14	21	22	29	30		39	40	49	50	59	60	69	70	79	80	89	90	92	93	95	96	98	99	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	5 ALL/ALL + 6 ALL/ALL													

**VOCABULARY— AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>	<ul style="list-style-type: none"> <li>Still in the discovery stage.</li> <li>Limited, repetitious, or single efforts.</li> <li>Short phrases.</li> <li>Incompletion might limit the scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Good range with moderate variety/ versatility and more dimensional phrases.</li> <li>Methods and techniques require average physical and mental development.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	RANGE, VARIETY AND DEPTH OF MV SKILLS	<ul style="list-style-type: none"> <li>Broad and varied, with significant versatility and good depth.</li> <li>Methods and techniques require a high degree of mental and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>Superior, complex and varied.</li> <li>Methods and techniques require the highest degree of physical and mental development.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>Sporadically written for this class; only occasionally included.</li> </ul>	<ul style="list-style-type: none"> <li>More frequent gradations, with growing connection between the MV and EQ dynamics.</li> </ul>	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Broad and varied, with good depth.</li> </ul>	<ul style="list-style-type: none"> <li>Constant and sophisticated gradations demonstrate the fullest dynamic range.</li> </ul>	
	<ul style="list-style-type: none"> <li>Still in the discovery stage, often extremely incomplete and lacking in development.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate variety and more frequent combinations with EQ or staging.</li> </ul>	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ AND BODY	<ul style="list-style-type: none"> <li>Broad and varied, with significant synergy with EQ and/or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Complex, varied synergy of MV/ EQ/staging provides an inseparable and superb challenge.</li> </ul>	
	<ul style="list-style-type: none"> <li>A limited range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of advanced material is compatible with the training.</li> </ul>	RANGE OF MATERIAL MOST COMPATIBLE	<ul style="list-style-type: none"> <li>A broad range of advanced material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A constant &amp; extensive range of advanced material is compatible with the training.</li> </ul>	

**EXCELLENCE - AT AN ADVANCED TO STANDARD-SETTING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>Inadequate training in MV principles.</li> </ul>	<ul style="list-style-type: none"> <li>Some development of principles, with occasional consistency of body line in posture and gesture.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate development and achievement of principles.</li> <li>Sporadic to moderate alignment and definition of body line.</li> </ul>	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended principles and efforts.</li> <li>Highly developed centering, alignment. And postural/gestural line.</li> <li>Strong understanding of moving through space and consistent projection of weight and energy toward efficient MV delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Superior application of all blended principles and efforts.</li> <li>Superior development of centering, balance, weight force, alignment, and connection between all body parts.</li> <li>Full understanding of moving through space and constant use of weight and energy toward excellent MV delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Sets new standards.</li> </ul>
	<ul style="list-style-type: none"> <li>Some development of dynamic efforts.</li> <li>Some individuals may be more expressive than others.</li> <li>Dynamic range may suffer when EQ is layered on MV.</li> </ul>	<ul style="list-style-type: none"> <li>Longer displays of dynamic gradations.</li> <li>Growing connection between MV and EQ dynamics.</li> </ul>	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Excellent development, understanding and application of blended dynamic/technical principles and efforts, with consistent dynamic gradations.</li> </ul>	<ul style="list-style-type: none"> <li>The fullest dynamic range is demonstrated with ease, and elevates the performance to a high level.</li> </ul>	
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonably good during multiple or layered responsibilities.</li> <li>Bodies are more consistently developed to control EQ.</li> </ul>	ACHIEVEMENT OF BLENDED EQ AND BODY CHALLENGES	<ul style="list-style-type: none"> <li>Development and achievement are strong and evident.</li> <li>There is an inseparable dynamic demonstration between MV and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>The synergistic blend of MV and EQ provide an inseparable dynamic display.</li> </ul>	
	<ul style="list-style-type: none"> <li>Insufficient development.</li> </ul>	<ul style="list-style-type: none"> <li>Use of breath is beginning to be more consistent from individual to individual.</li> </ul>	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> <li>Breath is understood and used.</li> <li>Strong application of muscle, tension, flexion and rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Full understanding and ongoing control supports the fullest completion of phrases.</li> </ul>	
	<ul style="list-style-type: none"> <li>Developing training or insufficient development for both dynamic and technical responsibilities.</li> <li>Occasional adherence to style.</li> <li>Sporadic recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good training, and individual development.</li> <li>Style is developing and is usually evident and consistent.</li> <li>Evident recovery from breaks and flaws.</li> <li>Moderate to good concentration and stamina.</li> </ul>	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> <li>Strong and evident mental and physical development and training.</li> <li>Evident and consistent style.</li> <li>Evident and quick recovery from infrequent breaks and flaws.</li> <li>Strong and constant concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Superior mental and physical development and training.</li> <li>Superbly defined characteristics and style.</li> <li>Effortless recovery from virtually non-existent breaks and flaws.</li> <li>Superior concentration and stamina.</li> <li>There is a crystallization of all efforts.</li> </ul>	



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

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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
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 94 98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## Excellence

Score

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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

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200

**WGI MOVEMENT OPEN CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

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

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

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

**A Class guards are comprised of intermediate 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

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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
<b>0 to 6</b>	<b>7</b> <b>14</b> <b>22</b>	<b>30</b> <b>40</b> <b>50</b>	<b>60</b> <b>70</b> <b>80</b>	<b>90</b> <b>94</b> <b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

# Excellence

Score

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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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

**TOTAL**

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**200**

**WGI MOVEMENT A CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTERMEDIATE LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks readability.</li> </ul>	<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> <li>Program is extremely incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety.</li> <li>Longer phrases.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	RANGE AND VARIETY OF MV SKILLS	<ul style="list-style-type: none"> <li>Broad and well understood for this class.</li> <li>More varied choreographic qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfills all opportunities for this class.</li> <li>Broad, varied and versatile intermediate skills.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Apparent gradations of time and weight offer some range.</li> </ul>	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Growing, with more dimensionality and challenges that broaden the range.</li> </ul>	<ul style="list-style-type: none"> <li>Broad, varied and versatile intermediate skills.</li> <li>Dimensional phrases with dynamic range and gradation of efforts.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally layered with EQ.</li> </ul>	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	<ul style="list-style-type: none"> <li>Growing and more varied, with some challenges that broaden the range.</li> </ul>	<ul style="list-style-type: none"> <li>Broad, varied and versatile intermediate skills.</li> <li>Some advanced intermediate skills.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of intermediate material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of intermediate material is compatible with the training.</li> </ul>	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	<ul style="list-style-type: none"> <li>A moderate range of intermediate material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of intermediate to some advanced-intermediate material is compatible with the training.</li> </ul>

**EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>No training in MV principles demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>Discovering, with some training.</li> <li>Style not understood.</li> <li>Some uniformity in method and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Understood but may vary from individual to individual or relative to effort required.</li> <li>More consistent centering and body alignment.</li> <li>Developing style.</li> <li>More consistent ease moving through space.</li> </ul>	UNDERSTANDING AND APPLICATION OF MV PRINCIPLES	<ul style="list-style-type: none"> <li>Understood and often achieved.</li> <li>Consistent centering and body alignment.</li> <li>Good adherence to style.</li> <li>Consistent ease and quality moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Applied and consistently achieved.</li> <li>Consistent adherence to style.</li> <li>Consistent centering, body alignment, and easy/quality moving through space.</li> </ul>
	<ul style="list-style-type: none"> <li>Still being discovered, not understood and in some cases not written.</li> </ul>	<ul style="list-style-type: none"> <li>Understood but may vary from individual to individual or relative to effort required.</li> <li>Some good achievement of time and weight gradations.</li> <li>Fairly good space/time uniformity in staging responsibilities.</li> </ul>	UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Gradations of space, time, weight and flow are usually achieved.</li> <li>Good space/time uniformity in staging responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Greater achievement of dynamic gradations of space, time, weight and flow.</li> <li>Consistent space/time uniformity in staging responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in the look.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped body qualities cause variation in the look.</li> </ul>	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	<ul style="list-style-type: none"> <li>Body development is improved in support beneath EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Body development lends good support beneath EQ.</li> </ul>
	<ul style="list-style-type: none"> <li>Still being discovered, not understood or applied.</li> </ul>	<ul style="list-style-type: none"> <li>Known and sometimes applied.</li> </ul>	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	<ul style="list-style-type: none"> <li>Understood and frequently applied.</li> </ul>	<ul style="list-style-type: none"> <li>Applied throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate training, concentration and stamina.</li> <li>Growing recovery from breaks and flaws.</li> <li>Average physical and mental development.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>	TRAINING TO SUPPORT VOCABULARY	<ul style="list-style-type: none"> <li>Good training.</li> <li>Evident recovery from occasional breaks and flaws.</li> <li>Consistent concentration and stamina.</li> <li>Good physical and mental development.</li> <li>Some success at occasional advanced intermediate challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Successful for this class.</li> <li>Quick recovery from infrequent breaks and flaws.</li> <li>Well achieved concentration and stamina.</li> <li>Good physical and mental development.</li> <li>Good success at some advanced intermediate challenges.</li> </ul>

**Regional A Class guards are comprised of introductory/beginning level 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.



# Regional A Class Movement

## Vocabulary

Score

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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
<b>0 to 6</b>	<b>7</b> <b>14</b> <b>22</b>	<b>30</b> <b>40</b> <b>50</b>	<b>60</b> <b>70</b> <b>80</b>	<b>90</b> <b>94</b> <b>98</b>
Seldom Experiences <b>0 to 6</b>	Rarely Discovers <b>7 to 29</b>	Sometimes Knows <b>30 to 59</b>	Frequently Understands <b>60 to 89</b>	Always Applies <b>90 to 100</b>

## Excellence

Score

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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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

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200

**WGI MOVEMENT REGIONAL A CLASS**

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	14	21	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												

**VOCABULARY— AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE VOCABULARY CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks readability</li> </ul>	<ul style="list-style-type: none"> <li>Limited, repetitious, or only single efforts.</li> <li>Short phrases.</li> <li>Program is extremely incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety.</li> <li>May still be in a work in progress, but provides adequate opportunity.</li> </ul>	<b>RANGE AND VARIETY OF MV SKILLS</b>	<ul style="list-style-type: none"> <li>Growing range, with some variety and dimensionality.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with variety and some versatility.</li> <li>Longer phrases.</li> </ul>
	<ul style="list-style-type: none"> <li>Seldom included.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes explores gradations of time and weight.</li> </ul>	<b>DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Growing range of gradations.</li> </ul>	<ul style="list-style-type: none"> <li>Growing range of qualities and gradations.</li> </ul>
	<ul style="list-style-type: none"> <li>Single efforts only.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally combined with EQ, motion or staging.</li> </ul>	<b>DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY</b>	<ul style="list-style-type: none"> <li>Some combining with EQ or staging.</li> </ul>	<ul style="list-style-type: none"> <li>Good introductory to beginning range, with some variety of combination with MV and/or staging.</li> </ul>
	<ul style="list-style-type: none"> <li>An extremely limited range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A limited range of introductory material is compatible with the training.</li> </ul>	<b>RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING</b>	<ul style="list-style-type: none"> <li>A moderate to broad range of introductory material is compatible with the training.</li> </ul>	<ul style="list-style-type: none"> <li>A broad range of introductory to some beginning material is compatible with the training.</li> </ul>

**EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>No training in EQ principles demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>Discovering, with some training and uniformity relative to introductory principles.</li> <li>Style not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Known, but may vary from individual to individual or relative to effort required.</li> <li>Developing style.</li> <li>More consistent method and timing.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF MV PRINCIPLES</b>	<ul style="list-style-type: none"> <li>Introductory skills understood and often achieved, with more consistent uniformity in method, style and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory and beginning skills are applied and achieved, with improved uniformity in method, style and timing for this class.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood.</li> </ul>	<ul style="list-style-type: none"> <li>Attempted, beginning to develop, but are sporadic.</li> </ul>	<b>UNDERSTANDING AND APPLICATION OF DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW</b>	<ul style="list-style-type: none"> <li>Gradations of time and weight are achieved for short periods.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory and beginning dynamic efforts are applied with greater success with gradations in space, time, weight and flow.</li> </ul>
	<ul style="list-style-type: none"> <li>Inconsistent body development causes variations in look of the MV.</li> </ul>	<ul style="list-style-type: none"> <li>Undeveloped body qualities cause variation in look of the MV.</li> </ul>	<b>ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES</b>	<ul style="list-style-type: none"> <li>Body development is improving, lending support beneath MV and EQ.</li> </ul>	<ul style="list-style-type: none"> <li>Body development lends good support beneath MV and EQ.</li> </ul>
	<ul style="list-style-type: none"> <li>Not understood or applied.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory knowledge is applied in simple efforts.</li> </ul>	<b>DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION</b>	<ul style="list-style-type: none"> <li>Understood and applied in simple introductory efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and applied in introductory to beginning efforts.</li> </ul>
	<ul style="list-style-type: none"> <li>Developing training.</li> <li>Weak or no recovery from frequent breaks and flaws.</li> <li>Weak concentration.</li> <li>Extremely incomplete program may limit training demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate introductory training, concentration and stamina.</li> <li>Inconsistent recovery from breaks and flaws.</li> <li>Average physical and mental development for this level.</li> <li>May be a work in progress but allows adequate demonstration.</li> </ul>	<b>TRAINING TO SUPPORT VOCABULARY</b>	<ul style="list-style-type: none"> <li>Good training for this class.</li> <li>More evident recovery from breaks and flaws.</li> <li>Developing and moderate concentration and stamina.</li> <li>Good physical and mental development for this class</li> </ul>	<ul style="list-style-type: none"> <li>Successful training for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Developing and good concentration and stamina.</li> <li>Appropriate physical and mental development.</li> <li>Some success at some beginning intermediate challenges.</li> </ul>

# WGI COLOR GUARD CONTEST RULES 2023

**WGI discourages independent groups from utilizing high school students who were previously enrolled in an active high school program and have not yet graduated.**

**WGI also discourages independent groups from utilizing participants who have outstanding monies owed to a previous group.**

**WGI strongly recommends that participating groups and their directors/staff use the utmost caution and forethought in planning and use of props that might place participants (and others) in potential danger during assembly or use.**

**WGI strongly recommends that all participants wear protective footwear while outside the performance area.**

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## **1.0 ELIGIBILITY**

- 1.1 Color guards in the Independent A Classes from the United States composed of performers not over 22 years of age as of 12:01 a.m. on April 1, 2023, shall be permitted to compete in contests governed by WGI. Independent Open Class color guards from the United States may utilize performers not over 23 years of age as of 12:01 a.m. on April 1, 2023. Independent World Class Color guards may compete with performers of any age. Each color guard appearing in a WGI contest shall be prepared to show proof of age. International independent color guards are not bound by any age limit except for U.S. citizens performing with that group. U.S. citizens performing with an international group may not exceed the age allowed for that classification.
  - 1.1.1 U.S. Military veterans may be granted one (1) year of eligibility immediately following their end of active service. To qualify, individual must have enlisted prior to their 19<sup>th</sup> birthday, served for no less than four (4) years, and must have been honorably discharged or medially separated. Veteran must submit a copy their discharge papers and separation documents to WGI prior to December 1 to qualify.
- 1.2 All participants of any color guard competing in any scholastic class must have approval for participation in any WGI-sanctioned event by the administration of the sponsoring school(s) or educational institution.
  - 1.2.1 Types of scholastic color guards are defined as follows:

**Single School.** A color guard whose total membership are students from the same school, schools that feed directly into that school, or home-schooled students that reside within the school district boundaries. The color guard shall submit the Single School Participating Master Group Agreement signed by the authorizing school principal or administrator and file with the WGI office.

**Combined Schools.** The purpose of the combined schools policy is to encourage participation from scholastic groups that may have limited resources while keeping the integrity of the scholastic classes intact. Combining schools for the purpose of competitive advantage is contrary to this policy and will not be approved.



A color guard in any scholastic class may apply for approval to combine students from multiple schools within a school district under the following guidelines:

- Multiple groups within a school district may be approved to combine on a case-by-case review by WGI. In very rare cases, schools from different districts may combine if approved.
- If approved, combined school groups may be required to compete using a school district name.
- Scholastic color guards utilizing students from parochial, vocational, or charter schools, must apply for approval under combined school guidelines.
- All color guards shall submit the Combined Schools Participating Group Master Agreement signed by the district superintendent and file with the WGI office.
- Color guards applying to combine students from multiple schools within a school district must apply for approval by December 1.
- WGI will have the final determination on whether a color guard will be permitted to combine students from multiple schools. If application for combined schools is denied, the color guard has the option to either not include students from other schools or compete in an independent class.

- 1.3 No color guard performer shall compete in more than one color guard at the same contest.
- 1.4 Color guards may not compete with less than five (5) nor more than forty (40) performers in the competition area at any time.
- 1.5 Color guards must compete in the same or higher classification at WGI events as they do in their local circuit if the local circuit uses WGI scoring system. The basis for determination is the judging sheets a color guard is judged on locally regardless of classification.

***PENALTY: Disqualification - Any color guard violating any requirement in the Eligibility section shall be disqualified from that contest and must forfeit any scores, placements or awards.***

## **2.0 COMPETITION AREA**

- 2.1 For the purpose of interpretation, the “competition area” shall measure a minimum of sixty feet by ninety feet (60’ x 90’) and does not include entry ramps, hallways, bleachers or seating area. Color guards are permitted to utilize the entire designated competition area for their performance. All performers must be in the designated competition area when performance time begins. Depending on the performance venue, WGI will authorize additional competition area space whenever possible and include that information in the diagram (footprint) to be made available to all competing color guards to identify the competition area. No competition area may exceed the maximum size of competition area (78’ x 106’) offered at the world championships. While the competition area will be increased whenever possible, all color guards must be prepared to perform within the minimum sixty-foot by ninety-foot (60’ x 90’) area.
- 2.2 All WGI contest sites must have a minimum of seventy feet by one hundred feet (70’ x 100’) to accommodate a “safety zone” of five (5) feet from any spectator seating. This will ensure the minimum sixty-foot by ninety-foot (60’ x 90’) competition area within the minimum seventy feet by one hundred feet (70’ x 100’) of the contest site.
- 2.3 Once performance timing begins, no performer may enter the safety zone. Equipment and props may be placed into safety zones, but not extend more than five (5’) feet beyond the designated competition area. There can be no equipment choreography outside the competition area including the safety zone at any time.



**PENALTY: Five-tenths of a point (0.5) penalty per performer for failing to use designated entry door, tunnel or ramp**

- 2.4 The front boundary line shall be considered to extend the full width of the competition area and shall be clearly marked at a minimum of five (5') feet from the first row of spectator seating.

**PENALTY: One-tenth of a point (0.1) penalty shall be assessed for each member for each boundary offense of violation of the competition area**

- 2.5 The center of the front boundary line shall be marked by a six (6") inch taped line at the front and back of the competition area. The outer edges of the competition area shall also be marked by six (6") inch-taped lines at the corners to designate the safety zone.
- 2.6 110-volt grounded power sources shall be available at the front and back of the center line of the competition area and will be the only power sources available for use. Color guards may not plug into any wall outlet in the competition area and must provide their own extension cords.
- 2.7 Power sources must be dedicated for color guard use only and have no other electrical devices using designated power sources.
- 2.8 All contests must utilize a high-quality sound system and the capability to use external devices such as MP3 players and/or iPods.

### **3.0 SCORING**

- 3.1 The elements to be judged are:

3.1.1 Individual Analysis Equipment = Twenty (20) points, one judge

*Vocabulary = Ten (10) points (A Classes = Seven (7) points)*

*Excellence = Ten (10) points (A Classes = Thirteen (13) points)*

3.1.2 Individual Analysis Movement = Twenty (20) points, one judge

*Vocabulary = Ten (10) points (A Classes = Seven (7) points)*

*Excellence = Ten (10) points (A Classes = Thirteen (13) points)*

3.1.3 Design Analysis = Twenty (20) points, one judge

*Composition = Ten (10) points*

*Excellence = Ten (10) points*

3.1.4 General Effect = Twenty (20) points, two judges

*Composition = Ten (10) points*

*Excellence = Ten (10) points*

3.1.5 Timing and Penalties = Penalties assessed per rules

- 3.2 All judges with the exception of the Timing and Penalty judge will be located in the audience viewing area.

### **4.0 EQUIPMENT**

- 4.1 For the protection of the facilities, especially wooden competition floors and easements, all equipment and props must be properly prepared to assure that damage of the facilities will not occur. All equipment will be subject to inspection. Any damage to the facility (wheels on carts locking, improperly prepared equipment, etc.) that may occur will be the responsibility of the color guard.

***PENALTY: Two-point (2.0) penalty per piece of improperly prepared equipment and/or prop.***

4.2 Definitions of authorized equipment:

- 4.2.1 Flags are defined as any material attached to a pike, pole, rod or staff other than an authorized weapon and used as a flag, with a minimum size of eight inches by twelve inches (8" x 12"). National colors must be at least three feet by five feet (3' x 5'). Flagpoles must be at least twenty-four inches (24") in length. (Curved and straight poles are acceptable; however, complete circles, squares, etc. to which material is attached are not flags. Material attached to chains, ropes or hoses are not considered flags.) The intent of this definition is to utilize a flag as a flag and not as a scenic element or a prop.
- 4.2.2 Rifles are defined as devices with the outward appearance influenced by a rifle. Rifles must be at least twenty-four inches (24") in length.
- 4.2.3 Sabres/swords are defined as those weapons that are a curved blade (sabre) or a straight blade (sword) and may be constructed of wood, plastic, metal or any other suitable material. Simulated sabers/swords must have either a hand guard or a hilt and must be at least twenty-four inches (24") in length.
- 4.2.4 Authorized equipment may be modified by the addition of visual items, however, attaching a flag, rifle or sabre/sword to a prop does not make the prop a flag, rifle or sabre/sword – it is still a prop. Timing and Penalty judges have the right to inspect and challenge guards for authorized equipment either before or after the maximum performance time with permission of the Contest Administrator.

Any questions on eligibility for authorized equipment should be submitted for approval by the Director of Color Guard.

4.3 Definitions of other allowed equipment:

- 4.3.1 Color guards may manipulate their soundboard by using a remote-controlled wireless device through a self-supplied network. WGI will provide an area in the stands with a direct line of sight to the competition area for one (1) designated staff member to adjust the mix or control any device using wireless technology. A & Open Class devices must be battery operated as per rule 4.3.3. The soundboard/controlled device must remain in the competition area.
- 4.3.2 Performers playing musical instruments or singing using a 115/120-volt power source provided to allow amplification is permitted in the competition area.
- 4.3.3 World Class color guards may use any electrical device within their program deemed safe by the Contest Administrator. The Contest Administrator has the ultimate decision regarding safety of any electrical device in consultation with the Director of Color Guard and/or Executive Director. Color guards should consult with the Director of Color Guard prior to using any equipment not specifically defined in these rules. Color guard will assume any liability for issues arising out of use of said electrical devices.  
  
A & Open Class color guards may only use the electrical power sources provided as defined in Rule 4.3.2.
- 4.3.4 Battery operated devices using common off the shelf flashlight batteries (AA, AAA, AAAA, C, D, N, 9V, button cells) and dry-cell secondary "rechargeable batteries" including cell phones, cameras, MP3 players and computers are allowed. Sealed, spill-proof maintenance-free lead-acid batteries such as gel cell, sealed lead-acid (SLA), valve regulated sealed lead-acid (VRLA), and absorbed glass mat (AGM) batteries are also permitted.

- 4.4 The following are NOT ALLOWED in the Competition Area:
- 4.4.1 Pyrotechnics, discharge of arms, pressurized cannisters, dry ice, smoke machines, compressed air apparatuses, dangerous materials, and/or flammable liquids or gas will not be permitted in or around the competition area.
  - 4.4.2 Gasoline, electric or manual powered generators.
  - 4.4.3 Live animals.
  - 4.4.4 Powder, dirt, or any other substance that lingers in the competition area past the interval time.
  - 4.4.5 Helium, including helium-filled balloons.
  - 4.4.6 Motorized vehicles such as golf carts, tractors, all-terrain vehicles, etc. Motorized wheelchairs for disabled performers will be allowed.
  - 4.4.7 Glass objects that may break and/or leave shards of glass in the competition area. Video monitors must utilize screen protectors. Mirrors must be of the acrylic type and cannot contain glass. Any light bulbs used must be shatter resistant safety coated.
  - 4.4.8 Drones or any remote-controlled airborne devices.
  - 4.4.9 Hover boards.

Directors are encouraged to contact the Director of Color Guard to inquire about the use of particular equipment or materials when its permissibility under this section or at a specific site may be in question.

The Contest Administrator, Chief Judge, or Director of Color Guard shall at all times have the authority to prohibit the use of any prop or equipment that presents an unreasonable or unacceptable risk of injury or harm to participants or others or potential danger to a venue or its property.

***PENALTY: Ten-point (10.0) penalty or Disqualification for use of any prohibited equipment.***

- 4.5 The following safety guidelines are applicable to the construction, transport, and use of any prop or structure, at any WGI event or facility and to any performer, staff, volunteer, or parent who may be assisting in the construction or transport of the prop or structure. These guidelines are in effect during the entire time in the competition area, including setup and exit.
- 4.5.1 No participant may be placed on any portion of any prop or structure where the participant's lowest point of contact (i.e., feet, hands, etc.) is more than six feet (6') above the competition floor unless appropriate safety railing, safety harness, or protective padding is in place around prop, structure, or podium to prevent injury.
    - Safety railing is a barrier at least forty-two inches (42") in height at all points and surrounding participant a minimum of 50%.
    - Safety harness is a method to restrain a participant preventing or arresting a fall entirely a minimum of three feet (3') before contact with the competition floor.
    - Protective padding is compressed foam padding (gymnastic mat type) or other suitable material measuring a minimum of two inches (2") in depth.
  - 4.5.2 If a participant is placed on any portion of any prop or structure and the lowest point of contact (i.e., feet, hands, etc.) is more than six feet (6') above the competition floor, the following is required:
    - If the prop or structure is in motion, the participant must actively use the appropriate safety railing or harness the entire time the prop, structure, or podium is in motion.

- If the prop or structure is stationary with a safety railing in place, the participant does not have to actively use the safety railing.
  - If the prop or structure is stationary with no safety railing, participant must be harnessed.
- 4.5.3 If a participant is placed on any portion of any prop or structure and the lowest point of contact is less than six feet (6') above the competition floor, no safety railing, harness, or padding is required for the prop or structure, whether stationary or in motion.
- 4.5.4 A participant executing a lift or stunt while atop ANY prop or structure may not lift another participant above six feet (6') in height above the competition floor unless protective padding or other adequate safety precautions are in place
- 4.5.5 Participants are prohibited from jumping or leaping off any prop or structure that exceeds six feet (6') in height above competition floor unless protective padding or other adequate safety precautions are in place.
- 4.5.6 WGI shall at all times have the final authority to prohibit the use or prescribe additional safety requirements of any prop or structure that presents an unreasonable or unacceptable risk of injury or harm to participants or others or potential danger to a competition venue or its property.

Directors are encouraged to contact the Director of Color Guard to inquire about the use of a particular prop or structure when its permissibility under this section or at a specific site may be in question.

***PENALTY: Ten-point (10.0) penalty to Disqualification at the discretion of the Contest Administrator, including (but not limited to) prohibition of the use of the over height/unsafe prop(s).***

## **5.0 TIMING**

5.1 Color guards will be timed to compete at intervals according to class.

<u>Class</u>	<u>Interval Time</u>	<u>Minimum Performance Time</u>	<u>Maximum Performance Time</u>	<u>Authorized Equipment Time</u>
World	10 minutes	4 minutes	7.5 minutes	3.5 minutes
Open	9 minutes	4 minutes	6.5 minutes	3.5 minutes
A Class	8 minutes	4 minutes	5.5 minutes	3.5 minutes
Regional A	7 minutes	3 minutes	4.5 minutes	3.0 minutes

5.1.1 Regional A color guards reclassified to A Class during the season will be afforded an exemption from A Class timing requirements for the remainder of the competitive season.

5.2 Interval time will include entrance, setup, performance, exit and removal of all performers, props, floors, and equipment from the competition area. Interval time will begin when the Timing and Penalty Judge signals the color guard. Color guards must continue to make a deliberate and obvious exit from the competition area and not impede the entrance of the next color guard.

5.3 Timing for the “maximum performance time” will begin with the first step of body movement, first move of equipment or the first note of music whichever comes first after the announcement ends. Judging will also begin at this time. The end of the maximum

performance time is at the obvious conclusion of the show. All captions will be judged until the obvious conclusion of the show.

- 5.4 Competing color guards cannot be required to perform before the time set in the latest contest schedule for prelims distributed by the WGI office. Schedules for finals may be adjusted up to 15-20 minutes from the published schedule. If a schedule change occurs, color guards will be notified by text message at the conclusion of prelims.
- 5.5 Any color guard unable to make their scheduled performance time will be rescheduled to perform during the next most logical performance slot in their class. Schedule adjustments will be made at the discretion of the Contest Administrator.

***PENALTY: Five-tenths of a point (0.5) penalty for each class interval time of lateness or part thereof up to the conclusion of the class and/or contest***

## **6.0 ENTRY**

- 6.1 All performers must enter the competition area through the designated entry door, tunnel or ramp. Prior to the actual start of the performance time, color guard may utilize the entire arena for setup and pre-show preparations.

***PENALTY: Five-tenths of a point (0.5) penalty per performer for failing to use designated entry door, tunnel or ramp***

- 6.2 All props must be able to fit through a standard size double door with the center bar removed. No timing exceptions will be made for oversized props. Props will not be allowed in the competition area before the color guard's performance time.

- 6.3 Any color guard creating a delay in the schedule will be subject to penalty.

***PENALTY: Five-tenths of a point (0.5) penalty for each class interval time of lateness or part thereof up to the conclusion of the class and/or contest***

- 6.4 The color guard will line up at a ready line to be designated by the Contest Administrator to enter the competition area.

- 6.5 Authorized equipment and/or props may be placed anywhere in the competition area by color guard performers or anyone prior to the start of the performance. Authorized equipment and/or hand-held props may be placed in front of the front boundary line not to exceed five (5') feet beyond designated competition area.

***PENALTY: One-tenth of a point (0.1) penalty for each non-performer failing to exit competition area prior to performance time.***

- 6.6 Color guards are allowed to use music and/or recorded narration as part of their setup process through the house sound system after one (1) minute of the color guard's interval time. If a color guard chooses to use music or recorded narration, they must communicate this to the Timing and Penalty judge. The color guard is responsible for any music direction required at the sound table, which must be given in person.

***PENALTY: Five tenths of a point (0.5) penalty for starting music or recorded narration before one (1) minute.***

- 6.7 When the color guard first enters the competition area, an announcement of..." Please welcome from (city, state, country), (name of color guard)" will be made. At one minute thirty seconds (1:30) of the interval time for Open and A Classes, two minutes (2:00) for World Class or at any specific time noted to the Timing and Penalty Judge by the color guard, the announcer will be cued to say, "Performing their program (title), WGI Sport of the Arts is proud

to present (name of color guard). All color guards are permitted to have this second announcement pre-recorded into their soundtrack but may not deviate from the wording of this announcement.

**PENALTY: Five tenths of a point (0.5) penalty for pre-recording not following prescribed format.**

- 6.8 Any personnel not performing must exit the competition area prior to second announcement in Rule 6.7.

**PENALTY: Two tenths of a point for each individual in competition area after the conclusion of the second announcement.**

- 6.9 Once the performance begins, performers must remain in the designated competition area for the minimum performance time as designated in Rule 5.1. Performers may not re-enter competition area during performance time once they have exited until after performance has concluded.

**PENALTY: Five-tenths of a point (0.5) penalty for each performer failing to remain in competition area for designated time or returning after they have exited before conclusion of performance.**

- 6.10 The front boundary line is inviolate at all times except for performers involved in entrance set up or tear down at the end of the performance. Boundary line violations (including first aid cases) do not constitute permanently leaving the floor.

**PENALTY: One-tenth of point (0.1) penalty for each member per offense**

- 6.11 All floor coverings (tarps) must fit in the designated competition area at each particular contest site and may not cover the front boundary line and/or cannot enter the safety zone.

**PENALTY: Two-point (2.0) penalty**

## **7.0 EXIT**

- 7.1 Exit may be over any line at the conclusion of the performance.

- 7.2 All performers must exit the competition area through the designated exit door, tunnel or ramp.

**PENALTY: Five-tenths of a point (0.5) penalty per performer for failing to use designated exit door, tunnel or ramp**

- 7.3 All personnel, equipment and/or props must clear the vertical or horizontal centerline at the conclusion of interval time. The timing line shall be for visual use by the Timing and Penalties judge and not designated by tape.

- 7.4 For purposes of timing, equipment and props are considered removed when they cross the vertical or horizontal centerline. After crossing the timing line, all equipment and/or props must continue to make forward progress out of the competition area in a timely manner or receive a penalty at the discretion of the Timing and Penalty judge.

**PENALTY: One-tenth of point (0.1) penalty for each 3 seconds or fraction thereof**

- 7.5 There will be no flying of tarps (also known as “ballooning”) to clear floor at the conclusion a color guard’s performance.

**PENALTY: Disqualification**

## **8.0 PENALTIES**

- 8.1 Timing and Penalty judges will assess all penalties for infractions that take place in the competition area. Contest Administrators may not waive competition area penalties. A color guard has a right to challenge any penalty in consultation with the Lead Judge but any final decision regarding penalties will remain with the Timing and Penalty judge.
- 8.2 Any color guard violating any rule or part of a rule, breaching standard contest etiquette or failing to comply with directions from contest personnel for which no specific penalty is provided, shall be penalized for each such violation, not less than 0.1 point up to disqualification at the discretion of the Lead Judge, Contest Administrator, Director of Color Guard or Executive Director.
- 8.3 All programs, soundtracks, thematic and costuming choices must reflect the qualities that would be acceptable for performance at a scholastic venue or suitable for marketing to sponsors on a national level.
- 8.4 Groups using the flag of the United States should follow the [U.S. Flag Code](#). Directors are encouraged to contact the Director of Color Guard for guidance prior to performance.

***PENALTY: Denial of performance or possible disqualification as determined by the Executive Director in consultation with the Director of Color Guard.***

# Color Guard Timing & Penalty



## TIMING REQUIREMENTS

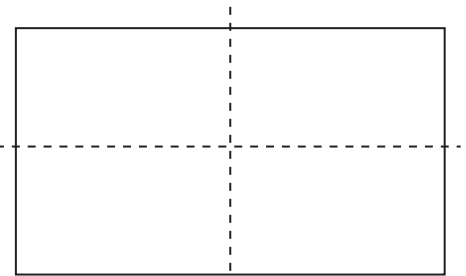
	Minimum Performance Time	Maximum Performance Time	Maximum Interval Time
World Class	No minimum	7.5 minutes	10 minutes
Open Class	No minimum	6.5 minutes	9 minutes
A Class	No minimum	5.5 minutes	8 minutes
Regional A Class	No minimum	4.5 minutes	7 minutes

### NUMBER OF PERFORMERS

Minimum of 5 members

## BOUNDARY LINES

Time in Show? Point of occurrence? Who?



FRONT STAGE

Total 0.1 per occurrence \_\_\_\_\_

## MAXIMUM PERFORMANCE TIME

Total Performance Time \_\_\_\_\_

Total Overtime \_\_\_\_\_ x 0.1 = \_\_\_\_\_

Total Seconds Overtime \_\_\_\_\_  
3

## INTERVAL TIME – TOTAL TIME IN COMPETITION AREA

Total Performance Time \_\_\_\_\_ x 0.1 = \_\_\_\_\_

Total Overtime \_\_\_\_\_

Total Seconds Overtime \_\_\_\_\_  
3

## TOTAL SET UP TIME

## PENALTY SUMMARY

Total Time in Competition Area  
Interval Time \_\_\_\_\_

Boundary Line \_\_\_\_\_

Unit, Equipment, Personnel \_\_\_\_\_

Other \_\_\_\_\_

## TOTAL

Approved \_\_\_\_\_  
Chief Judge

JUDGE SIGNATURE \_\_\_\_\_



## ROUNDS AND SEEDING FOR PERFORMANCE ORDER AT WORLD CHAMPIONSHIPS

### WORLD CHAMPIONSHIP PRELIMINARIES

All color guards will be seeded in “tournament-style” rounds for preliminaries using their most recent regional score increased by 1.5 points each week of the regional calendar. **The score used for championship seeding will be the higher preliminary, semi-final, or finals score of their last regional appearance.**

The resulting “standings list” will be used to assign color guards to their preliminary round. Color guards with identical scores will be assigned to the same round. This ranking method was designed to be an objective way to determining preliminary appearance. A single panel of judges will judge all preliminaries.

The following example is based on a preliminary contest with 45 color guards. The number of rounds and guards within each round will vary depending on the size of the contest but this gives an example of the process. The numbers represent the RANKING of the color guard. The highest ranked color guard will perform in the last round.

<u>ROUND 1</u>
3, 6, 9, 12, 15, 18
21, 24, 27, 30, 33,
36, 39, 42, 45

<u>ROUND 2</u>
2, 5, 8, 11, 14, 17
20, 23, 26, 29, 32,
35, 38, 41, 44

<u>ROUND 3</u>
1, 4, 7, 10, 13, 16
19, 22, 25, 28, 31,
34, 37, 40, 43

Once placed into a round, color guards will be divided into two groups according to ranking (highest ranking, next highest ranking, etc.) Color guards will random draw for performance order within their group with the highest-ranking color guards in that group performing in the second half.

There are only two ways a color guard may switch rounds, and these are entirely at the discretion of the WGI Director of Color Guard and/or Chief Executive Officer.

1. There is a performance scheduling conflict with another performing color guard of the same school or organization at the world championships. In this case, the color guard will be shifted to the next non-conflicting performance time within the ranking. **All groups with potential conflicts must notify in writing the WGI Office no later than March 1, using the Championship Scheduling Conflict Form.** Non-affiliated groups or groups not traveling together may not necessarily be accommodated and must plan accordingly for stagehand assistance. This is entirely at the discretion of the Director of Color Guard and/or Executive Director. All scheduling considerations will accommodate prelims performances only.
2. All color guards must be available to compete at the beginning of their respective preliminary round. **No schedule changes will be made due to schools not releasing students to be available to participate at the beginning of their preliminaries. Scholastic guards must be available to compete at the beginning of their class preliminaries.**

## **WORLD CHAMPIONSHIPS SEMI-FINALS**

All classes will have Semi-finals. If a single panel of judges adjudicates a preliminary contest for an entire class, even if at multiple sites, then a single panel of judges will be used in the Semi-final.

In instances where preliminary contests are held at multiple sites and judged by different panels, Semi-finals will be a double panel of judges consisting of both panels from each preliminary site.

<b><u>Total Entries in Prelims</u></b>	<b><u>Number to Semi-finals</u></b>
30 or less	20
31-50	24
51-80	36
81-128	56
129 or more	64

Note: The above progression is based on all individual class Semi-Finals occurring at one competition site. Should the World Championship schedule be expanded to include multiple Semi-Finals sites for one class, the number of color guards progressing may be changed and announced no later than March 15.

The highest scoring color guards will advance to Semi-finals, regardless of the round in which they competed. In the case of multiple preliminary contest sites, an equal amount from each contest site will be taken to make the total number of semi-finalists. For example, two Preliminary contest sites resulting in 48 semi-finalists and different panels of judges are used, the top 24 color guards from each contest site will advance. If there are multiple contest sites and the same panel of judges adjudicates at both sites, the top 48 overall highest scores will advance regardless of contest site.

After preliminaries are completed, A Class Semi-finalists will be seeded using the same method as the preliminary rounds. Color guards will be ranked based on their preliminary score and placed in rounds with the highest scoring semi-finalist in the last round. Once all color guards are placed in rounds, they will be drawn randomly in two groups to determine the performance order.

Open and World Class color guards advance to Semi-finals to complete the number as prescribed above. Color guards perform in the reverse order of preliminary score with the highest score performing last. If 36 or more color guards advance to Semi-finals, then all color guards are seeded following procedure in Preliminaries.

## **WORLD CHAMPIONSHIP FINALS**

All classes will have Finals. A double panel of judges will judge all Finals.

In all classes, color guards perform in the reverse order of Semi-finals score with the highest score performing last.

<b><u>Semi-Finalists</u></b>	<b><u>Number to Finals</u></b>
55 or less	15
56 or more	20

## ROUNDS AND SEEDING FOR PERFORMANCE ORDER AT REGIONALS

### REGIONAL PRELIMINARIES

Regional classes with 16 or more entries will be seeded into “tournament-style” rounds using a random draw. After rounds have been determined, the Director of Color Guard may adjust the rounds based on the current year’s regional and local scores if available and if the random draw has created a significant imbalance within the rounds. Appearance order will be based on postmark date within the round.

Regional classes with 15 or fewer entries will not use rounds and appearance order will be based on postmark date of entry. Classes with 30 or more entries will be seeded into rounds and 50% will advance to a Semi-final when offered.

Order of performance for all classes in all prelims will be determined by the postmark date of entry. The earlier the entry postmark, the later that color guard will appear in the schedule. Color guards sharing the same postmark date will be randomly drawn within that group with the same postmark date.

### REGIONAL FINALS

The number of finalists at all Regionals shall be determined by the formula of 100% of World Class achieving the qualifying score, 75% of Open Class achieving the qualifying score, and 50% of A Class color guards to a maximum of fifteen (15) finalists. If a Regional has a Semi-Finals, the maximum decreases to ten (10) finalists; however, the Director of Color Guard may further expand the number of A Class finalists if time permits.

Each Finals contest will accept a minimum of three (3) finalists in each class. Regional A Class will advance a maximum of three (3) color guards into any Finals.

In cases where applying the finalist percentages would eliminate only one (1) color guard, all would advance to Finals. The percentage is also rounded to the nearest whole number when determining number of finalists.

Examples:

- *Six Open Class color guards have entered a Regional. 75% of 6 equal 4.5 so the number of finalists would be rounded up to 5. However, this means only one color guard would be eliminated so all six would be allowed to advance to finals.*
- *Seven Open Class color guards have entered a Regional. 75% of 7 equal 5.25 so the number would be rounded down to 5. However, this means two color guards would be eliminated so the provision of eliminating only one color guard would not be applied.*

Order of appearance in Finals shall be determined by the reverse order of finish in prelims. If rounds are used, the highest scoring color guards will advance regardless of the round in which they competed.

The Director of Color Guard has sole discretion to increase the number of finalists in any class based on the total number of entries and time permitting.



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