

Novice Class guards contain INTRODUCTORY level qualities in Repertoire and Performance.

In General Effect, design and performance skills will be at a beginning level. As beginners, single efforts and simple responsibilities will occur. The concept of layered skills will probably not exist. Shows will likely "set, move and spin" presenting one skill at a time. Effect will be generated largely through precision and timing. Achievement of simple beginning skills is the main focus of this class.

Repertoirre Effect

Whose introductory repertoire contained the greater:

- Program Concept
- Creativity
- Coordination
- Staging
- Range and Variety of Effects
- Musicality/Mood
- Pacing

ore

100

Box 1	Box 2			Box 3			Box 4			Box 5		
0 to 6	7	18	29	30	44	59	60	74	89	90	95	100
Seldom Experience (FAIR) 0 to 6	Rarely Discovers (AVERAGE) 7 to 29			Sometimes Knows (GOOD) 30 to 59			Frequently Understands (VERY GOOD) 60 to 89			Always Applies (EXCELLENT) 90 to 100		

Performance Effect

Whose performers demonstrated the better introductory:

- Displayed Visual Musicality
- Engaged the Audience
- Displayed Confidence
- Demonstration of Excellence as an Effect

ore

100

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

Novice Class: General Effect

GENERAL EFFECT – NOVICE CLASS

<u>REPERTOIRE:</u>	<u>PERFORMANCE:</u>
<p><u>0-06</u></p> <p>CONFUSED OR UNCLEAR</p>	<p><u>0-06</u></p> <p>LACK OF COMMUNICATION SKILLS/TRAINING</p>
<p><u>07-29</u></p> <ul style="list-style-type: none"> • DESIGN CONCEPTS AND COORDINATION ARE RARELY DISPLAYED • EQUIPMENT, MOVEMENT AND STAGING RARELY SHOW FUNDAMENTALS OF DESIGN • MUSICALITY IS SPORADIC • PROGRAM IS INCOMPLETE 	<p><u>07-29</u></p> <ul style="list-style-type: none"> • INCONSISTENT PERFORMER INVOLVEMENT • RARELY UNDERSTANDS THEIR ROLES • DISCOVERING THE SKILLS OF PERFORMANCE EFFECTIVENESS • INTRODUCTORY AWARENESS OF ACHIEVEMENT RESPONSIBILITIES
<p><u>30-59</u></p> <ul style="list-style-type: none"> • DESIGN IS MODERATELY DEVELOPED • EQUIPMENT, MOVEMENT AND STAGING SHOW PROPER DESIGN SOME OF THE TIME • MUSICALITY AND COORDINATED EFFORTS YIELD SOME DESIGN EFFECTS • PROGRAM MAY STILL BE A WORK IN PROGRESS 	<p><u>30-59</u></p> <ul style="list-style-type: none"> • MODERATE AWARENESS OF PERFORMER INVOLVEMENT • GROWING AWARENESS OF ROLES AND RESPONSIBILITIES • MODERATE ACHIEVEMENT OF SKILLS FOR GREATER PERIODS OF TIME • MODERATE ACHIEVEMENT FOR GREATER PERIODS OF TIME
<p><u>60-89</u></p> <ul style="list-style-type: none"> • PROGRAM DISPLAYED CLEAR DESIGN, CONCEPT AND PACING • EQUIPMENT, MOVEMENT AND STAGING ADD TO THE VARIETY AND EFFECTS • VISUAL MUSICALITY IS SUSTAINED 	<p><u>60-89</u></p> <ul style="list-style-type: none"> • IMPROVED LEVELS OF APPEAL THROUGH MORE CONSISTENT PERFORMER INVOLVEMENT • GREATER CONFIDENCE AND UNDERSTANDING THEIR ROLE • IMPROVED LEVEL OF ACHIEVEMENT THROUGH EXCELLENCE • FREQUENT ACHIEVEMENT OF COMMUNICATION AND SKILLS
<p><u>90-100</u></p> <ul style="list-style-type: none"> • PROGRAM SHOWS FULL DEVELOPMENT FOR THIS CLASS • CONCEPTS ARE CLEAR AND SUCCESSFUL • EQUIPMENT, MOVEMENT AND STAGING ENHANCE THE REPERTOIRE EFFECT • THE RANGE AND VARIETY OF THE EFFECTS ARE CONSISTENTLY SUCCESSFUL AND EFFECTIVE 	<p><u>90-100</u></p> <ul style="list-style-type: none"> • SUPERIOR LEVEL OF APPEAL AND EMOTION COMMUNICATED BY THE PERFORMER • SUPERIOR LEVEL OF PERFORMANCE AND ROLE PORTRAYAL • SUPERIOR ACHIEVEMENT OF EXCELLENCE THROUGHOUT THE PERFORMANCE

Novice Class guards contain an Introductory level of depth, Quality of Design and Excellence.

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. Focus should be on the correctness of the basics of composition. Pulse, in-step, consistent step offs and builds to new sets should be the priorities.

Composition

Whose introductory composition contained the greater:

- Use of Basic Design Elements in Body or Drill or Equipment
- Basic Logical Planning or Flow of Ideas
- Basic Reflection of Musical Structure
- Role, Character, Programming Details

Score

100

Box 1	Box 2			Box 3			Box 4			Box 5		
0 to 6	7	18	29	30	44	59	60	74	89	90	95	100
Seldom Experience (FAIR) 0 to 6	Rarely Discovers (AVERAGE) 7 to 29			Sometimes Knows (GOOD) 30 to 59			Frequently Understands (VERY GOOD) 60 to 89			Always Applies (EXCELLENT) 90 to 100		

Excellence

Score

100

Whose performers demonstrated the better introductory:

- Achievement of Spacing and timing Responsibilities
- Understanding of Equipment, or Movement or Motion Choices
- Understanding and Clarity of Training Goals

Sub Caption Spread Guidelines			
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

NOVICE CLASS DESIGN ANALYSIS

COMPOSITION	EXCELLENCE
<p style="text-align: center;"><u>0-6</u></p> <p>PROGRAM LACKS READABILITY.</p>	<p style="text-align: center;"><u>0-6</u></p> <p>PERFORMERS ARE GENERALLY UNAWARE OF RESPONSIBILITIES</p>
<p style="text-align: center;"><u>7-29</u></p> <ul style="list-style-type: none"> • RARELY DISPLAYS AN AWARENESS OF THE FUNDAMENTALS OF DESIGN IN EQUIPMENT, MOVEMENT OR STAGING • THE VISUAL RARELY RELATES TO THE SOUND • A NEED FOR UNIFICATION OF IDEAS IS OBVIOUS • ORCHESTRATION OF EQUIPMENT AND MOVEMENT IS RARE • PROGRAM IS INCOMPLETE 	<p style="text-align: center;"><u>7-29</u></p> <ul style="list-style-type: none"> • PERFORMERS RARELY ACHIEVE RESPONSIBILITIES INVOLVING SPACE, LINE AND TIME • PERFORMERS ARE STILL LEARNING THE PRINCIPLE OF SPATIAL RELATIONSHIPS • THERE IS SPORADIC DISPLAY OF UNIFORMITY RELATIVE TO STAGING • BREAKS AND FLAWS ARE FREQUENT. RECOVERY IS NOT YET UNDERSTOOD OR ATTEMPTED • CONCENTRATION IS A STRUGGLE • PRECISION AND ACCURACY THROUGH EQUIPMENT OR MOVEMENT IS STILL WEAK
<p style="text-align: center;"><u>30-59</u></p> <ul style="list-style-type: none"> • THE COMPOSITION SOMETIMES DISPLAYS KNOWLEDGE OF THE FUNDAMENTALS OF DESIGN AND LOGIC IN EQUIPMENT, MOVEMENT AND STAGING WITH A BEGINNING REFLECTION OF THE BASIC STRUCTURE OF THE SOUNDTRACK • THERE IS SOME ORCHESTRATION OF THE EQUIPMENT AND MOVEMENT • THE PRINCIPLES OF DESIGN ARE BASICALLY CORRECT FOR THIS LEVEL • IDEAS SOMETIMES FLOW LOGICALLY FROM ONE IDEA TO THE NEXT • THE WORK MAY STILL BE IN PROGRESS, BUT THE DESIGN IDEAS ARE SOMETIMES CLEAR 	<p style="text-align: center;"><u>30-59</u></p> <ul style="list-style-type: none"> • PRINCIPLES INVOLVING SPACE, LINE AND TIME ARE SOMETIMES ACHIEVED MORE CONSISTENTLY • DESIGN RESPONSIBILITIES ARE TAKING ON GREATER CLARITY • MODERATE UNIFORMITY EXISTS RELATIVE TO STAGING • BREAKS AND FLAWS OCCUR BUT RECOVERY IS SOMETIMES ATTEMPTED • CONCENTRATION AND STAMINA ARE STARTING TO DEVELOP • METHODS AND TECHNIQUES SOMETIMES REFLECTS A GROWING DEGREE OF PHYSICAL AND MENTAL DEVELOPMENT • A STYLE IS RECOGNIZABLE BUT IS NOT WELL DEVELOPED • THE WORK MAY BE IN PROGRESS, BUT PERFORMERS HAVE ADEQUATE OPPORTUNITY TO DEMONSTRATE SKILLS
<p style="text-align: center;"><u>60-89</u></p> <ul style="list-style-type: none"> • THE COMPOSITION FREQUENTLY DISPLAYS A SOUND KNOWLEDGE OF THE FUNDAMENTALS OF DESIGN AND LOGIC IN EQUIPMENT, MOVEMENT AND STAGING • THERE IS A BEGINNING LEVEL OF DIMENSIONALITY EXHIBITED THROUGH EQUIPMENT OR BODY IN RELATION TO THE SOUNDTRACK • DYNAMIC CHANGES ARE BECOMING APPARENT • UNITY CONNECTS THE DESIGN • THE COMPOSING PROCESS SHOWS LOGIC AND DESIGN FROM IDEA TO IDEA 	<p style="text-align: center;"><u>60-89</u></p> <ul style="list-style-type: none"> • PERFORMERS FREQUENTLY UNDERSTAND THE RESPONSIBILITIES OF SPACE, TIME AND FORM • PERFORMERS SHOW ACHIEVEMENT WITHIN A BASIC RANGE OF EXPRESSIVE EFFORT CHANGES • THERE IS A GROWING LEVEL OF CONSISTENCY RELATIVE TO STAGING • BREAKS AND FLAWS ARE INFREQUENT AND RECOVERY IS GROWING • CONCENTRATION AND STAMINA ARE MODERATELY DISPLAYED
<p style="text-align: center;"><u>90-100</u></p> <ul style="list-style-type: none"> • THE ARRANGEMENT DISPLAYS A SUPERIOR BLEND OF DESIGN TECHNIQUES IN EQUIPMENT, MOVEMENT AND STAGING • THE DESIGN REFLECTS THE SOUNDTRACK WITH SUPERIOR DIMENSIONALITY IN THE EQUIPMENT AND MOVEMENT COMPOSITION • THE UNITY OF ELEMENTS SHOWS A SUPERIOR UNDERSTANDING OF DESIGN CONNECTION 	<p style="text-align: center;"><u>90-100</u></p> <ul style="list-style-type: none"> • PERFORMERS APPLY A SUPERIOR UNDERSTANDING OF TECHNIQUES WITH RESPECT TO SPACE, TIME AND FORM • A GROWING RANGE OF EFFORTS IS APPLIED • PERFORMERS DISPLAY SUPERIOR UNIFORMITY IN RESPONSIBILITIES RELATIVE TO STAGING • BREAKS AND FLAWS MAY STILL OCCUR, BUT RECOVERY IS QUICK AND EVIDENT • CONCENTRATION AND STAMINA ARE DEMONSTRATED SUCCESSFULLY

Novice Class guards contain introductory level vocabulary skills and excellence..

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

VOCABULARY

Whose introductory vocabulary contained the greater:

- Range and Variety of Movement efforts
- Range of compatibility with performers' training level

Score

100

	Box 1	Box2			Box 3			Box 4			Box 5		
Vocabulary	0-6	7	18	29	30	44	59	60	74	89	90	95	100
	Seldom Experience	Rarely Discovers			Sometimes Knows			Frequently Understands			Always Applies		
	FAIR	AVERAGE			GOOD			VERY GOOD			EXCELLENT		
Excellence	0-6	7 to 29			30 to 59			60 to 89			90 to 100		

EXCELLENCE

Whose performers demonstrated the better introductory:

- Understanding and application of Movement Principles
- Achievement of Movement challenges
- Training to support the vocabulary

Score

100

Sub Caption Spread Guidelines			
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

INDIVIDUAL ANALYSIS MOVEMENT– NOVICE CLASS

Units in this class are generally composed of inexperienced members and may possess limited and/or inexperienced staff. Typically they will possess an introductory level vocabulary. The prime objective for this class is the development of training and basic skills for the unit.

<p><u>BASIC VOCABULARY INCLUDES:</u></p> <ul style="list-style-type: none"> • WALKING, GESTURING, SPATIAL RELATIONSHIPS • BALANCE • BASIC LAYERING OF EQUIPMENT ON BODY OR DRILL • TIMING AND METHOD • SIMPLE AND SHORT PHRASES 	<p><u>BASIC TRAINING PRINCIPLES INCLUDE:</u></p> <ul style="list-style-type: none"> • UNIFORMITY • TIMING/METHOD • BALANCE • ARTICULATION
<p><u>0-6 VOCABULARY CONTAINS:</u></p> <p>VOCABULARY LACKS READABILITY.</p>	<p><u>0-6 TRAINING DISPLAYS:</u></p> <p>INDIVIDUALS SHOW NO TRAINING.</p>
<p><u>7-29 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • SINGLE EFFORTS • VERY LIMITED VARIETY • REPETITIVE SKILLS • OCCASIONAL COMPATIBILITY OF SKILLS 	<p><u>7-29 TRAINING DISPLAYS</u></p> <ul style="list-style-type: none"> • LIMITED AND SPORADIC UNIFORMITY • MOVEMENT PRINCIPLES THAT GREATLY IMPACT BODY OR DRILL EFFORTS • FREQUENT BREAKS AND FLAWS
<p><u>30-59 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • FEW MULTIPLE EFFORTS • LIMITED VARIETY • SHORT PHRASES • MOVEMENT EFFORTS COMBINED WITH SINGLE BODY OR DRILL EFFORTS 	<p><u>30-59 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • GROWING UNIFORMITY, BUT VARIATIONS STILL EXIST • MOVEMENT PRINCIPLES ARE STILL IMPACTED BY EQUIPMENT, BODY OR DRILL RESPONSIBILITIES • EMERGING RECOVERY SKILLS • DECREASING LEVEL OF BREAKS AND FLAWS • GROWING LEVEL OF ACHIEVEMENT, STYLE AND TRAINING
<p><u>60-89 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • GOOD RANGE OF INTRODUCTORY SKILLS • INTRODUCTORY MOVEMENT PRINCIPLES LAYERED ON BODY AND DRILL • SOME LONGER PHRASES 	<p><u>60-89 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • MORE CONSISTENT UNIFORMITY AND TIMING • RECOVERY OCCURS MORE CONSISTENTLY AND QUICKLY • BODY SUPPORTS EQUIPMENT
<p><u>90-100 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • EXCELLENT RANGE OF INTRODUCTORY SKILLS • PERFORMERS EXCEED INTRODUCTORY LEVEL SKILLS • PERFORMERS DEMONSTRATE SOME ADVANCED MOVEMENT SKILLS 	<p><u>90-100 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • INTRODUCTORY PRINCIPLES AND EFFORTS ARE ACHIEVED AND APPLIED ON A CONTINUAL BASIS • PERFORMER DEMONSTRATES A FULLER COMPREHENSION AND APPLICATION OF INTRODUCTORY SKILLS

INDIVIDUAL ANALYSIS EQUIPMENT – NOVICE CLASS

Units in this class are generally composed of inexperienced members and may possess limited and/or inexperienced staff. Typically they will possess an introductory level vocabulary. The prime objective for this class is the development of training and basic and programming skills for the unit.

<p><u>BASIC VOCABULARY INCLUDES:</u></p> <ul style="list-style-type: none"> • SPINS, ANGLES, CARVING/EXTENSIONS • SIMPLE PLANAL WORK • SIMPLE TOSSES IN PLACE • BASIC LAYERING OF EQUIPMENT ON BODY OR DRILL • SIMPLE AND SHORT PHRASING 	<p><u>BASIC TRAINING PRINCIPLES INCLUDE:</u></p> <ul style="list-style-type: none"> • POSITION SENSE • TIMING/METHOD • RELATIONSHIP OF EQUIPMENT TO BODY
<p><u>0-6 VOCABULARY CONTAINS:</u></p> <p>VOCABULARY LACKS READABILITY.</p>	<p><u>0-6 TRAINING DISPLAYS:</u></p> <p>INDIVIDUALS SHOW NO TRAINING.</p>
<p><u>7-29 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • SINGLE EFFORTS • VERY LIMITED VARIETY • REPETITIVE SKILLS • OCCASIONAL COMPATIBILITY OF SKILLS 	<p><u>7-29 TRAINING DISPLAYS</u></p> <ul style="list-style-type: none"> • LIMITED AND SPORADIC UNIFORMITY • EQUIPMENT WORK THAT GREATLY IMPACTS BODY OR DRILL EFFORTS • FREQUENT BREAKS AND FLAWS
<p><u>30-59 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • FEW MULTIPLE EFFORTS • LIMITED VARIETY • SHORT PHRASES • INTRODUCTORY EQUIPMENT EFFORTS COMBINED WITH SINGLE BODY OR DRILL EFFORTS 	<p><u>30-59 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • GROWING UNIFORMITY, BUT VARIATION STILL EXIST • EQUIPMENT WORK LESS IMPACTED BY BODY OR DRILL RESPONSIBILITIES • EMERGING RECOVERY SKILLS • DECREASING LEVEL OF BREAKS & FLAWS • GROWING LEVEL OF ACHIEVEMENT, STYLE AND TRAINING
<p><u>60-89 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • GOOD RANGE OF INTRODUCTORY SKILLS • INTRODUCTORY EQUIPMENT PRINCIPLES LAYERED ON BODY AND DRILL • SOME LONGER PHRASES 	<p><u>60-89 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • MORE CONSISTENT UNIFORMITY AND TIMING • RECOVERY OCCURS MORE CONSISTENTLY AND QUICKLY • EQUIPMENT IS SUPPORTED BY BODY
<p><u>90-100 VOCABULARY CONTAINS:</u></p> <ul style="list-style-type: none"> • EXCELLENT RANGE OF INTRODUCTORY SKILLS • PERFORMERS EXCEED INTRODUCTORY LEVEL SKILLS • PERFORMERS DEMONSTRATE SOME ADVANCED EQUIPMENT SKILLS 	<p><u>90-100 TRAINING DISPLAYS:</u></p> <ul style="list-style-type: none"> • INTRODUCTORY PRINCIPLES & EFFORTS ARE ACHIEVED AND APPLIED ON A CONTINUAL BASIS • PERFORMER DEMONSTRATES A FULLER COMPREHENSION AND APPLICATION OF INTRODUCTORY SKILLS

Novice Class guards contain introductory level vocabulary skills and excellence.

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

VOCABULARY

Whose introductory vocabulary contained the greater:

- Range and Variety of Equipment efforts
- Range of compatibility with performers’ training level

Score

100

	Box 1	Box2			Box 3			Box 4			Box 5		
Vocabulary	0-6	7	18	29	30	44	59	60	74	89	90	95	100
	Seldom Experience	Rarely Discovers			Sometimes Knows			Frequently Understands			Always Applies		
	FAIR	AVERAGE			GOOD			VERY GOOD			EXCELLENT		
Excellence	0-6		7 to 29			30 to 59			60 to 89		90 to		100

EXCELLENCE

Score

100

Whose performers demonstrated the better introductory:

- Understanding and application of Equipment Principles
- Achievement of Equipment challenges
- Training to support the vocabulary

Sub Caption Spread Guidelines			
Insignificant Differences	Slight Differences	Moderate Differences	Significant Differences
0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

Novice Class: Equipment