

**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

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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
- 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

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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. <b>0 to 06</b>			BOX 2 Rarely Discovers <b>07 to 29</b>			BOX 3 Sometimes Knows <b>30 to 59</b>			POINTS OF COMPARISON	BOX 4 Frequently Understands <b>60 to 89</b>			BOX 5 Always Applies <b>90 to 100</b>													
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>	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>																					