

Regional A Class guards are comprised of an introductory/beginning level of depth, quality of design, and excellence. Successful design combines a logical composition that facilitates the display of skills and achievability. Physical and mental development separates standards between Independent and Scholastic age performers. Stylistic diversity is to be encouraged with all choices given equal potential for success.



Regional A Class Design Analysis

Composition

Score

100

Whose composition contained the greater:

- Use of design elements in form, body, and equipment
- Motion to connect events
- Craftsmanship and orchestration, both through time and in layered events
- Use of performers introductory level of development considering safety and compatibility
- Logic and correctness of design
- Relationship to, or enhancement of the audio through a dynamic range of efforts: space-time, weight, and flow
- Crafted Transitions and Equipment Changes
- Characteristics, detail, and nuance

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:

- Achievement of spacing, line, timing, and orientation
- Demonstrated a dynamic range through the efforts of space-time, weight, and flow
- Adherence to style in equipment, movement, and motion
- Training, concentration, stamina, recovery and completion of skills
- Achievement of characteristics, detail, and nuance

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 DESIGN ANALYSIS REGIONAL A CLASS

Box 1 Seldom Experiences			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 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:																											
• Generally lacks readability	• Occasional awareness of the fundamentals of design in EQ, MV or staging, presented singly • Incomplete composition may limit scoring potential						• Knowledge of fundamentals of design in EQ, MV and staging. • Beginning understanding of how to blend elements to create a pleasing whole. • Work may still be in progress, but the design ideas are clear						USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ			• Sound knowledge of fundamentals of design and logic in EQ, MV and form.						• A successful blend of beginning design techniques in EQ, MV and form.					
	• Rarely evident.						• Sometimes incorporated						MOTION TO CONNECT EVENTS			• Often incorporated.						• Consistently incorporated					
	• Infrequent, presented singly. • A need for unification of ideas is obvious.						• Some orchestration, elements are often presented singly. • Questionable or incomplete unity of elements.						CRAFTSMANSHIP AND ORCH. THROUGH TIME AND IN LAYERED EVENTS			• A sound knowledge of the fundamentals with some orchestration of ideas. • Some unity connects the design.						• Sound horizontal orchestration. • Good unity and understanding of design connection.					
	• Minimal for this class.						• Basic for this class.						USE OF PERFORMERS' BEGINNING LEVEL CONSIDERING SAFETY AND COMPATABILITY			• Good for this class.						• Strong for this class.					
	• Occasional awareness of the fundamentals.						• Knowledge of fundamentals • Basically correct for this level						LOGIC AND CORRECTNESS OF DESIGN			• A sound knowledge of the fundamentals. • Correct and logical for this level.						• Correct and logical, showing good development for this level.					
	• Occasional relationship, most often to basic melody.						• Beginning reflection of the basic audio structure with occasional dynamic changes.						RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS			• Some reflection through exploration of dimensionality of EQ or body. • Some apparent dynamic changes						• EQ and MV reflect the audio with greater dimensionality.					
	• Dysfunctional, abrupt.						• Basically correct for this level.						CRAFTED TRANSITIONS AND EQUIPMENT CHANGES			• Logical and sometimes well-designed.						• Logical with good design.					
	• Rarely evident.						• Sometimes evident.						CHARACTERISTICS, DETAIL, AND NUANCE			• Often evident.						• Usually evident.					
EXCELLENCE – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:																											
• Performers are generally unaware	• Occasional weak achievement of some responsibilities. • Sporadic uniformity. • Still learning the principle of moving through space. • Incomplete program limits demonstration.						• More consistent demonstration of principles involving space time, and moving through space. • Moderate clarity and uniformity. • May still be in progress but provides opportunity to demonstrate skills.						ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)			• Growing consistency and understanding of space, time and form. • More consistent achievement moving through space.						• Good understanding and achievement of space, time and form. • Good uniformity relative to staging.					
	• Attempted but still learning.						• Starting to develop.						KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW			• Some achievement of a basic range.						• A growing range of dynamic efforts is understood and applied.					
	• Weak or sporadic.						• Recognizable but not well developed.						ADHERENCE TO STYLE IN EQ, MV AND MOTION			• Growing.						• Understood and recognizable.					
	• Rare and sporadic completion of skills • Frequent breaks and flaws; recovery is not yet understood or attempted. • Concentration and stamina are a struggle.						• Developing completion of skills. • Growing physical and mental development for this class. • Occasional attempts at recovery from breaks and flaws • Developing stamina and c oncentration						TRAINING, CONCENTRATION, STAMINA, RECOVERY, COMPLETION OF SKILLS			• Broad completion of skills • Consistent and ongoing physical and mental development for this class. • Growing recovery from breaks and flaws. • Broad display of concentration and stamina.						• Consistent completion of skills • Good physical and mental development for this class. • Growing recovery from breaks and flaws. • Successful concentration and stamina.					
	• Rare and/or weak.						• Starting to develop.						ACHIEVEMENT OF CHARACTERISTICS, DETAIL, AND NUANCE			• Good understanding and achievement.						• Clear, consistently achieved.					