

Open Class guards demonstrate advanced level qualities in repertoire and performance. 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.



Open Class General Effect

Repertoire Effect

Score

100

Whose repertoire contained the greater:

- Program concept and production values
- Dramatic contour & pacing of planned effects
- Effective craftsmanship and design of equipment, movement, and staging, considering safety and compatibility
- 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 to 100
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

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 through safe and compatible choices
- 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 tenths	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL

200

WGI GENERAL EFFECT OPEN 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	
REPERTOIRE EFFECT – AT AN ADVANCED LEVEL, WHOSE PERFORMERS BETTER:																											
• The program is not clear and identifiable	• Programming is not yet fully understood or demonstrated. • Some moderate design ideas, but concepts are not clear or successful. • Minimal, adequate, or growing PV. • Incomplete program limits scoring potential.						• Program intent is clear and successfully employs repertoire design principles, with moderate imagination and variety. • Generally successful PV provides moderate enhancement. • Program may still be a work in progress.						PROGRAM CONCEPT AND PRODUCTION VALUE			• Well developed and effective, with strong design principles and creative ideas. • Impressive and effective PV enhances the program.						• Strong, fully developed and effective, engages the audience through creative ideas. • Consistently impressive and effective PV provides completely successful enhancement. • There is maturity to the program.					
	• Demonstrates the basics but must be further developed to produce the desired reaction						• Successful awareness of effect planning produces a good level of effect. • Imagination and surprise elevate the programming.						DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS			• Good effect planning and strong audience intrigue. • Planned effects are successful.						• Well planned, successful and unique, with creative concepts.					
	• Only basically depict the program concept, and need greater development. • Principles of coordination are understood and produce some effect. • Crafting of EQ and MV phrases is not apparent.						• A moderate range of development, and coordination, imagination and surprise. • Basic crafting of EQ and MV phrases is apparent and moderately effective.						EFFECTIVE CRAFTSMANSHIP AND DESIGN OF EQ MVT AND STAGING, CONSIDERING COMPATIBILITY AND SAFETY			• A good range of creative ideas, development, coordination, and crafting of EQ and MV phrases, successfully engages the audience.						• EQ/MV design, staging, coordination, and crafting of phrase explore a wide range of development with variety and interest.					
	• Only basically depict the program concept, and need greater development.						• Some variety adds interest. • Imagination, surprise, and personality elevate the programming.						RANGE AND VARIETY OF EFFECTS: AESTHETIC/ EMOTIONAL/ INTELLECTUAL			• Greater variety, depth and maturity add interest to the repertoire.						• Imaginative and successful variety adds interest/depth to the repertoire.					
	• Musical interpretations are either ignored or are attempted but not fulfilled. • Mood is not sustained and intended effect is questionable/limited.						• Moderate to good range of interpretation.						VISUAL MUSICALITY/MOOD			• Mood and visual musicality explore more complex interpretations and are consistently successful.						• Mood and visual musicality successfully explore varied interpretations.					
PERFORMANCE EFFECT – AT AN ADVANCED LEVEL, WHOSE PERFORMERS BETTER:																											
• Audience engagement and emotion are not yet communicated by the performers.	• Impaired by insecurity, struggle with new material or lack of training. • Incomplete program limits the opportunity to demonstrate skills						• Moderate engagement and range through a moderate dialog with the audience.						ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS			• Consistent engagement of a good range through successful and effective dialog with the audience.						• Strong, with advanced techniques and ability to manipulate audience response throughout.					
	• Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.						• Aware, with a good understanding and achievement most of the time.						EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE			• A growing range is fully understood, with consistently good achievement.						• Consistent, with advance techniques and ability to manipulate audience response throughout.					
	• Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.						• Developing, with some consistency from section to section and moment to moment.						DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS			• Consistent from section to section moment to moment.						• Strong, with advanced techniques and ability to manipulate audience response throughout.					
	• Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.						• Developing, with some consistency from section to section and moment to moment.						ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY			• Consistent from section to section moment to moment.						• Strong, with advanced techniques and ability to manipulate audience response throughout.					
	• Some excellence for effect.						• Moderate excellence for effect.						DEMONSTRATED EXCELLENCE AS AN EFFECT			• Good excellence for effect is usually demonstrated.						• Strong excellence for effect throughout.					