

**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

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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
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

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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 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 4 SOME/SOME	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>	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>	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>	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>	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>	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>	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>	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>	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>