

Cadet Class

General Effect

GUARD _____

JUDGE _____



Cadet Class guards are comprised of initial level qualities in repertoire and performance.

Consider who, what and why each event unfolds within and connects to complete the program.

Repertoire Effect

Performance Effect

How developed and effective were the design components:

- Program Concept
- Creativity
- Production Values
- Appeal
- Intrigue
- Continuity and Flow
- Coordination
- Staging
- Musicality/Mood
- Detail, Nuance, Artistic Qualities

How successful were the performers as they:

- Engaged the Audience
- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained Impact, Resolutions, Climaxes
- Established/Sustained Designed Mood
- Displayed Visual Musicality
- Communicated Detail, Nuance & Artistic Qualities
- Demonstrated Excellence as an Effect

SCORE

SCORE

100

100

Sub Caption Spreads

Total

Very comparable

Minor Differences

Definitive Differences

Significant Difference

1 to 2 tenths

3 to 4 tenths

5 to 9 tenths

10 & higher

0 to 6

7

14

22

30

41

51

60

71

81

90

94

97

Seldom Experiences
(WEAK)

Rarely Discovers
(FAIR)

Sometimes Knows
(GOOD)

Frequently Understands
(EXCELLENT)

Always Applies
(SUPERIOR)

0 to 6

7 to 29

30 to 59

60 to 89

90 to 100

200

GENERAL EFFECT CRITERIA REFERENCE

CADET CLASS

REPERTOIRE EFFECT

PERFORMANCE EFFECT

<p>0 to 6 The program is confused and unclear.</p>	<p>0 to 6 Performer involvement is non-existent. Excellence does not exist.</p>
<p>7 to 29 The program is unclear and undeveloped. Programming concepts show little understanding of design and are minimally appealing. Equipment, movement and form have few basic fundamentals of staging and design, and rarely produce effect. Visual musicality is absent. Coordination of elements is attempted. Incomplete program limits scoring potential.</p>	<p>7 to 29 Performer involvement in creating emotional moments is inconsistent and sporadic. Performers do not understand the skills of performance effectiveness, and only show some discovery of their roles. Performers display a beginning awareness of general achievement responsibilities. Incomplete show limits the individuals' opportunity to demonstrate skill and achievement.</p>
<p>30 to 59 The program has some thought and may be clear, though undeveloped. Programming concepts, while unrefined, may be occasionally creative, show some understanding of design, and are somewhat appealing. Equipment, movement and form have some fundamentals of staging and design, and while often weak can occasionally produce effect. Visual musicality is sporadic. Some attempt is made to coordinate elements. The production value of the program is minimal or growing. Incomplete program could limit scoring potential.</p>	<p>30 to 59 There is occasional or inconsistent performer involvement in creating an emotional performance moment. Performers are discovering the skills of performance effectiveness, but are only sporadic in their application. The performers occasionally show only an introductory understanding of their roles. Performers display an introductory awareness of general achievement responsibilities. Incomplete shows may limit the individuals' opportunity to demonstrate skill and achievement.</p>
<p>60 to 89 The program is somewhat clear and developed; programming concepts show some creativity and appeal. Pacing is attempted and begins to engage the audience through effect responses. Equipment, movement and form show a moderate understanding of staging and design. There are moments of audience intrigue that create effect. Use of color, costume and props show some success in enhancing the program and identity of the guard. Visual musicality and coordination begin to yield some designed effects at this level. The production value of the program shows limited success.</p>	<p>60 to 89 Levels of appeal and emotion are more regularly displayed by the performers as they are beginning to understand the skills of performance effectiveness. Performers demonstrate some understanding of their roles. Communication of performers' involvement is growing and they are more aware of their stylistic responsibilities. The work may still be in progress, but it often provides the performers an adequate opportunity to demonstrate skills.</p>
<p>90 to 100 The program is clear and moderately developed; programming concepts are adequately correct and somewhat appealing. Pacing is attempted and engages the audience through effect responses. Equipment, movement and form show proper staging and design most of the time. Use of color, costume and props are moderately successful in enhancing the program and identity of the guard. Visual musicality and coordination yield some designed effects at this level. The production value of the program is generally successful.</p>	<p>90 to 100 The performers generate introductory levels of appeal, and they display a growing understanding of their roles for this class level. Communication of performers' involvement at this level is developing. Performers are beginning to show moderate achievement for greater periods of time. The work may still be in progress, but it provides the performers an adequate opportunity to demonstrate skills.</p>