

UCGC Elementary and Cadet Guards exhibit introductory 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.



Elementary/Cadet Class General Effect

Repertoire Effect

Score

100

Whose repertoire contained the greater:

- Program concept and production values
- Dramatic contour and pacing of planned events
- Effective design of equipment, movement and staging
- Range and variety of effects: Aesthetic, Emotional, Intellectual
- Musicality and Mood

Box 1	Box 2	Box 3	Box 4	Box 5
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)	Consistently Applies (SUPERIOR)
0 to 6	7 to 29	30 to 59	60 to 89	90 to 100

Performance Effect

Score

100

Whose performers better:

- Demonstrated excellence as an effect
- Embodied and sustained character, role, identity, and style
- Delivered and sustained the dramatic contour and planned effects
- Engaged the audience through a range and variety of effects
- Established and 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

200

GENERAL EFFECT CRITERIA REFERENCE
ELEMENTARY AND CADET CLASSES

REPERTOIRE EFFECT

PERFORMANCE EFFECT

<p>00 to 06</p> <ul style="list-style-type: none"> The program is confusing and unclear. 	<p>00 to 06</p> <ul style="list-style-type: none"> Performer involvement is non-existent. Excellence does not exist.
<p>07 to 29</p> <ul style="list-style-type: none"> The program demonstrates limited thought with isolated moments of clarity. Concepts show limited understanding of design and fail to engage the audience. Equipment, movement, and staging have limited fundamentals of design and produce infrequent effects. Visual musicality is sporadic. Attempts to coordinate elements are meager. Incomplete program could limit scoring potential. 	<p>07 to 29</p> <ul style="list-style-type: none"> There is infrequent performer involvement in creating a performance moment. Performers are discovering the skills of performance effectiveness, but are only sporadic in their application. The performers show isolated understanding of their roles. Incomplete shows may limit the individuals' opportunity to demonstrate skill and achievement.
<p>30 to 59</p> <ul style="list-style-type: none"> The program is underdeveloped with concepts that are occasionally engaging. Equipment, movement, and staging show an emerging understanding of proper design. Attempts at pacing are evident and are demonstrated at the most basic level. Use of color, costume, and props are sporadically successful in enhancing the program and the identity of the guard. Visual musicality and coordinated efforts yield occasional moments of designed effect. Production value of the program is occasionally successful. The program may still be a work in progress. 	<p>30 to 59</p> <ul style="list-style-type: none"> The performers generate limited levels of appeal and display an occasional and introductory understanding of their roles. Communication of the performers' involvement at this level is occasionally displayed at a basic level. Performers are beginning to show basic achievement for longer periods of time. The work may still be in progress, but it provides the performers an adequate opportunity to demonstrate skills.
<p>60 to 89</p> <ul style="list-style-type: none"> The program is clear and moderately developed; programming concepts are adequately correct and somewhat engaging. Pacing is attempted and engages the audience through the effect responses. Equipment, movement, and staging show proper 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 coordinated efforts yield some beginning designed effects at this level. The production value of the program is generally successful. 	<p>60 to 89</p> <ul style="list-style-type: none"> The performers consistently generate basic levels of appeal through their introductory understanding of the basic skills of performance effectiveness. Communication with the audience is at a basic level. Performers are beginning to show moderate achievement for longer periods of time. Performers display emerging confidence.
<p>90 to 100</p> <ul style="list-style-type: none"> The program is clear and identifiable with a sound understanding of programming, which yields a good level of audience engagement relative to the class. Program pacing shows a good introductory understanding of the basics of planned effects. Equipment, movement, and staging give more interest to the program through good design. Variety of effects, visual musicality, and mood are sustained singly. Color, costume and props enhance the program and the identity of the guard. The production value of the program is usually effective. This program is likely ready for promotion to the next class. 	<p>90 to 100</p> <ul style="list-style-type: none"> Sound levels of appeal are communicated by the performers who now understand the introductory skills of performance effectiveness, resulting in improved communication with the audience. Performers display greater confidence. Communication of performer involvement is evident across the show as a whole. There is a good achievement of excellence, most of the time. These performers are likely ready for promotion to the next class.

UCGC Elementary and Cadet Guards exhibit introductory levels of depth, quality of design, and excellence. Successful design at this class exhibits logical composition that allows for achievability and the display of beginning-level skills.

Stylistic diversity is to be encouraged with all choices given equal potential for success.



Elementary/Cadet Class Design Analysis

Composition

Score
100

Whose composition contained the greater:

- Use of design elements in form, body, and equipment
- Motion to connect events
- Design and orchestration, both through time and in layered events
- Logic and correctness of design
- Reflection or enhancement of the audio in cludin dynamic range of efforts: space, time, weight, and flow
- Variety of design choices
- 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
41	51	60	71	81
90	94	97		
Seldom Experiences (WEAK)	Rarely Discovers (FAIR)	Sometimes Knows (GOOD)	Frequently Understands (EXCELLENT)	Consistently Applies (SUPERIOR)
0 to 6	7 to 29	30 to 59	60 to 89	90 to 100

Excellence

Score
100

Whose performers demonstrated the better:

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

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
200

DESIGN ANALYSIS CRITERIA REFERENCE
ELEMENTARY AND CADET CLASSES

COMPOSITION

EXCELLENCE

<p>00 to 06</p> <ul style="list-style-type: none"> The arrangement generally lacks readability. 	<p>00 to 06</p> <ul style="list-style-type: none"> Performers are generally unaware of responsibilities.
<p>07 to 29</p> <ul style="list-style-type: none"> Program infrequently displays an awareness of the fundamentals of design. The visual design infrequently relates to sound, most often relating to the basic melody. Clarity of ideas is infrequently present. Orchestration of equipment and movement, when present, is at the most basic of levels. Design elements are presented singly. An incomplete program may limit scoring potential. 	<p>07 to 29</p> <ul style="list-style-type: none"> Performers infrequently achieve some of the responsibilities involving time space, and line. Performers are challenged with the principle of moving through space at this level. There is infrequent display of uniformity of ensemble responsibilities. Breaks and flaws are constant. Precision and accuracy through equipment and movement limited, at best. Incompletion may limit performers' ability opportunity to demonstrate skill.
<p>30 to 59</p> <ul style="list-style-type: none"> The program occasionally displays an introductory knowledge of the fundamentals of design, as well as logic in equipment, movement, and staging. Reflection of the audio is at an elementary level. Unity of design elements may be questionable or incomplete. There is occasional orchestration of the equipment and movement, however elements are still single in presentation. The composing process works to connect ideas through time at a basic level. The work may still be in progress, but the presence of design intent is clear. 	<p>30 to 59</p> <ul style="list-style-type: none"> Performers occasionally achieve a consistent demonstration of the principles involving time, space, and line. Performers occasionally display uniformity in ensemble responsibilities relative to staging at this level. Breaks and flaws are frequent. Recovery is not yet understood or attempted. Concentration is a struggle. Precision and accuracy through equipment or movement is still weak. The work may be in progress, but performers have adequate opportunity to demonstrate skills.
<p>60 to 89</p> <ul style="list-style-type: none"> The program displays a beginning knowledge of the fundamentals of design, and logic in equipment, movement, and staging. The program explores the control and shaping of visual space a beginning level. Dynamic changes are occasionally included and unity of design elements is at a basic level. The principles of design are basically correct for this level. The composing process shows an emerging understating of how to blend elements into a pleasing whole. 	<p>60 to 89</p> <ul style="list-style-type: none"> The program displays a beginning knowledge of the fundamentals of design, and logic in Performers achieve a beginning understanding of time, space, and form. Ensemble efforts begin to take on greater clarity, through a basic range of dynamic efforts. There is a beginning level of consistency in responsibilities relative to staging. Breaks and flaws occur, but recovery beginning to be attempted. Concentration and stamina are beginning to develop.
<p>90 to 100</p> <ul style="list-style-type: none"> The program displays a sound blend of design techniques in equipment, movement, and staging. The design explores the soundtrack with some dimensionality in movement and equipment. Dynamic changes are becoming apparent. The composing is basically correct and shows clear understanding of the design process. This program is likely ready for promotion to the next class. 	<p>90 to 100</p> <ul style="list-style-type: none"> The program displays a sound blend of design techniques in equipment, movement, and respect to time, space, and form. A growing dynamic range of efforts is emerging. The ensemble displays sound uniformity in responsibility relative to staging. Breaks and flaws are infrequent and recovery is growing. Concentration and stamina are moderately displayed. Style is growing. These performers are likely ready for promotion to the next class.

UCGC Elementary and Cadet Guards are comprised of introductory level vocabulary skills and excellence. Success comes from strategic choices in vocabulary that lead to the achievement of excellence.

Stylistic diversity is to be encouraged with all choices given equal potential for success.



Elementary/Cadet Class Equipment

Vocabulary

Score
100

Whose vocabulary contained the greater:

- Range and variety of equipment skills
- Dynamic range through the efforts of space, time, weight and flow
- Depth, range, and variety of blending between equipment and body
- Range of material most compatible with the performers' training

Box 1	Box 2	Box 3	Box 4	Box 5
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)	Consistently Applies (SUPERIOR)
0 to 6	7 to 29	30 to 59	60 to 89	90 to 100

Excellence

Score
100

Whose performers demonstrated the better:

- Understanding and application of equipment principles
- Understanding and application of the efforts of time, weight, space, and flow
- Achievement of blended body and equipment challenges
- Development of breath, muscle, tension, flexion, and rotation
- Training to support vocabulary

Sub Caption Spread Guidelines

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0 to 1 tenth	2 to 3 tenths	4 to 6 tenths	7 or more tenths

TOTAL
200

EQUIPMENT CRITERIA REFERENCE
ELEMENTARY AND CADET CLASSES

VOCABULARY

EXCELLENCE

<p>00 to 06</p> <ul style="list-style-type: none"> The choreographed vocabulary generally lacks readability. 	<p>00 to 06</p> <ul style="list-style-type: none"> Training in equipment principles is not apparent.
<p>07 to 29</p> <ul style="list-style-type: none"> Vocabulary is extremely limited and may be quite repetitious. Phrasing is short. Basic equipment techniques are seldom understood or demonstrated throughout the program. Choreography is generally not compatible to the individuals' skills. The equipment program is extremely incomplete and may limit scoring potential. 	<p>07 to 29</p> <ul style="list-style-type: none"> Individuals are being introduced to skills and basic concepts of equipment. Uniformity in timing, technique, and equipment principles are a consistent struggle. Body development is deeply inconsistent, causing significant variation in the look of the equipment. Breaks and flaws are extremely frequent. Concentration and stamina are consistently weak. Program is extremely incomplete and may limit the individual's opportunity to demonstrate skills and achievement.
<p>30 to 59</p> <ul style="list-style-type: none"> Vocabulary is basic, but may display variety at an emerging level. Phrasing remains fairly short, but phrase length is developing. Techniques relating to dynamics efforts are beginning to be shown, at an introductory level. Choreography is occasionally compatible to the individuals' skills. The work may still be in progress, but it provides the individuals with an adequate opportunity to develop their range. 	<p>30 to 59</p> <ul style="list-style-type: none"> Individuals are discovering basic equipment skills and principles of motion. Timing and simple equipment principles are starting to be more visible with an introductory level of simple performance efforts. Breaks and flaws are present, but diminishing in number, with improved concentration and stamina. The training process is apparent, but remains in an early state of development. The work may still be in progress, but the individual has an adequate opportunity to demonstrate skills.
<p>60 to 89</p> <ul style="list-style-type: none"> The vocabulary is in the beginning stages of including some variety and occasionally combines equipment with simple movement basics and/or staging. The choreography sometimes explores gradations of time and weight. Phrases are lengthening. Choreography is usually compatible with the individuals' skill level. 	<p>60 to 89</p> <ul style="list-style-type: none"> Individuals display a moderate understanding of equipment principles and essential efforts. Timing and simple equipment principles are now visible with a basic level of simple performance efforts, though these may vary between individuals. Knowledge of breath, muscle, flexion, and/or tension emerging, though inconsistently applied in simple efforts. Breaks and flaws are limited and recovery is attempted. Concentration and stamina are developing and moderately well achieved for the class. The training process is mostly apparent, at a basic level.
<p>90 to 100</p> <ul style="list-style-type: none"> The choreography contains good variety, and has progressed to the point that it is usually combined with simple movement basics and/or staging. Phrases are more dimensional, displaying a growing dynamic range. Choreography is mostly compatible to the individuals' skill level. This program is likely ready for promotion to the next class. 	<p>90 to 100</p> <ul style="list-style-type: none"> Individuals consistently understand the basic concepts on equipment. A consistent degree of uniformity in method and timing and simple equipment principles are visible with a moderate level of simple performance efforts. Knowledge of breath, muscle, flexion, and/or tension is understood and applied in simple efforts. Breaks and flaws are limited, with a consistent basic understanding of recovery. The training process is consistently apparent, at a basic level. These individuals are likely ready for promotion to the next class.

UCGC Elementary and Cadet Guards are comprised of introductory level vocabulary skills and excellence. Success comes from strategic choices in vocabulary that lead to the achievement of excellence.

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Elementary/Cadet Class Movement

Vocabulary

Score
100

Whose vocabulary contained the greater:

- Range and variety of movement skills
- Dynamic range through the efforts of space, time, weight and flow
- Depth, range, and variety of blending between equipment and body
- Range of material most compatible with the performers' training

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Excellence

Score
100

Whose performers demonstrated the better:

- Understanding and application of movement principles
- Understanding and application of the efforts of time, weight, space, and flow
- Achievement of blended body and equipment challenges
- Development of breath, muscle, tension, flexion, and rotation
- Training to support vocabulary

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TOTAL
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MOVEMENT CRITERIA REFERENCE
ELEMENTARY AND CADET CLASSES

VOCABULARY

EXCELLENCE

<p>00 to 06</p> <ul style="list-style-type: none"> The choreographed movement vocabulary generally lacks readability. 	<p>00 to 06</p> <ul style="list-style-type: none"> Training in movement principles is not apparent.
<p>07 to 29</p> <ul style="list-style-type: none"> Vocabulary is extremely limited and may be quite repetitious. Phrasing is short. Basic movement techniques are seldom understood or demonstrated throughout the program. Choreography is generally not compatible to the individuals' skills. The movement program is extremely incomplete and may limit scoring potential. 	<p>07 to 29</p> <ul style="list-style-type: none"> Individuals are being introduced to skills and basic concepts of movement. Uniformity in timing, technique, and equipment principles are a consistent struggle. Body development is deeply inconsistent, causing significant variation in the look of the movement. Breaks and flaws are extremely frequent. Concentration and stamina are consistently weak. Program is extremely incomplete and may limit the individual's opportunity to demonstrate skills and achievement.
<p>30 to 59</p> <ul style="list-style-type: none"> Vocabulary is basic and occasionally repetitious, but may display variety at an emerging level. Phrasing remains fairly short, but phrase length is developing. Techniques relating to dynamic efforts are beginning to be shown, at an introductory level. Choreography is occasionally compatible to the individuals' skills. The work may still be in progress, but it provides the individuals with an adequate opportunity to develop their range. 	<p>30 to 59</p> <ul style="list-style-type: none"> Individuals are discovering basic movement skills and principles of motion. Timing and simple movement principles are starting to be more visible with an introductory level of simple performance efforts. Breaks and flaws are present, but diminishing in number, with improved concentration and stamina. The training process is apparent, but remains in an early state of development. The work may still be in progress, but the individual has an adequate opportunity to demonstrate skills.
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