

**Open Class guards demonstrate intermediate and some advanced level qualities in repertoire and 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
<b>0 to 6</b>	<b>7 14 22</b>	<b>30 40 50</b>	<b>60 70 80</b>	<b>90 94 98</b>
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:**

- Embodied/Sustained Character, Role, Identity, Style
- Delivered/Sustained the Dramatic Contour and Planned Effects
- Demonstrated Excellence as an Effect
- 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 OPEN CLASS**

BOX 1 Seldom Exp.			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 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 INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE REPERTOIRE CONTAINED THE**

<ul style="list-style-type: none"> <li>The program is not clear and identifiable.</li> </ul>	<ul style="list-style-type: none"> <li>Programming is not yet fully understood or demonstrated.</li> <li>Some moderate design ideas, but concepts are not clear or successful.</li> <li>Minimal, adequate, or growing PV.</li> <li>Incomplete program limits scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Program intent is clear and successfully employs repertoire design principles, with moderate imagination and variety.</li> <li>Generally successful PV provides moderate enhancement.</li> <li>Program may still be a work in progress.</li> </ul>	<b>PROGRAM CONCEPT AND PRODUCTION VALUE</b>	<ul style="list-style-type: none"> <li>Well developed and effective, with strong design principles and creative ideas.</li> <li>Impressive and effective PV enhances the program.</li> </ul>	<ul style="list-style-type: none"> <li>Strong, fully developed and effective, engages the audience through creative ideas.</li> <li>Consistently impressive and effective PV provides completely successful enhancement.</li> <li>There is maturity to the program.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrates the basics but must be further developed to produce the desired reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Successful awareness of effect planning produces a good level of effect.</li> <li>Imagination and surprise elevate the programming.</li> </ul>	<b>DRAMATIC CONTOUR AND PACING OF PLANNED EFFECTS</b>	<ul style="list-style-type: none"> <li>Good effect planning and strong audience intrigue.</li> <li>Planned effects are successful.</li> </ul>	<ul style="list-style-type: none"> <li>Well planned, successful and unique, with creative concepts.</li> </ul>
	<ul style="list-style-type: none"> <li>Only basically depict the program concept, and need greater development.</li> <li>Principles of coordination are understood and produce some effect.</li> <li>Crafting of EQ and MV phrases is not apparent.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate range of development, and coordination, imagination and surprise.</li> <li>Basic crafting of EQ and MV phrases is apparent and moderately effective.</li> </ul>	<b>EFFECTIVE DESIGN OF EQ, MV AND STAGING</b>	<ul style="list-style-type: none"> <li>A good range of creative ideas, development, coordination, and crafting of EQ and MV phrases, successfully engages the audience.</li> </ul>	<ul style="list-style-type: none"> <li>EQ/MV design, staging, coordination, and crafting of phrase explore a wide range of development with variety and interest.</li> </ul>
	<ul style="list-style-type: none"> <li>Only basically depict the program concept, and need greater development.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety adds interest.</li> <li>Imagination, surprise, and personality elevate the programming.</li> </ul>	<b>RANGE AND VARIETY OF EFFECTS: AESTHETIC/EMOTIONAL/INTELLECTUAL</b>	<ul style="list-style-type: none"> <li>Greater variety, depth and maturity add interest to the repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative and successful variety adds interest/depth to the repertoire.</li> </ul>
	<ul style="list-style-type: none"> <li>Moderate musical interpretations are attempted but not fulfilled.</li> <li>Mood is not sustained and intended effect is questionable/limited.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to good range of interpretation.</li> </ul>	<b>VISUAL MUSICALITY/ MOOD</b>	<ul style="list-style-type: none"> <li>Mood and visual musicality explore more complex interpretations and are consistently successful.</li> </ul>	<ul style="list-style-type: none"> <li>Mood and visual musicality successfully explore varied interpretations.</li> </ul>

**PERFORMANCE EFFECT - AT AN INTERMEDIATE AND SOME ADVANCED LEVEL, WHOSE PERFORMERS BETTER:**

<ul style="list-style-type: none"> <li>Audience engagement and emotion are not yet communicated by the performers.</li> </ul>	<ul style="list-style-type: none"> <li>Impaired by insecurity, struggle with new material or lack of training.</li> <li>Incomplete program limits the opportunity to demonstrate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate engagement and range through a moderate dialog with the audience.</li> </ul>	<b>ENGAGED THE AUDIENCE THROUGH A RANGE AND VARIETY OF EFFECTS</b>	<ul style="list-style-type: none"> <li>Consistent engagement of a good range through successful and effective dialog with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Strong, with some advanced techniques and ability to manipulate audience response throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Aware, with a good understanding and achievement most of the time.</li> </ul>	<b>EMBODIED/ SUSTAINED CHARACTER/ ROLE/ID/STYLE</b>	<ul style="list-style-type: none"> <li>A growing range is fully understood, with consistently good achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent, with some advanced techniques and ability to manipulate audience response throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and moment to moment.</li> </ul>	<b>DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR AND PLANNED EFFECTS</b>	<ul style="list-style-type: none"> <li>Consistent from section to section moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Strong, with some advanced techniques and ability to manipulate audience response throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional, exploring some moderate skills but do not yet manipulate audience's involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Developing, with some consistency from section to section and moment to moment.</li> </ul>	<b>ESTABLISHED/ SUSTAINED DESIGNED MOOD, ARTISTIC QUAL AND VIS MUSICALITY</b>	<ul style="list-style-type: none"> <li>Consistent from section to section moment to moment.</li> </ul>	<ul style="list-style-type: none"> <li>Strong, with some advanced techniques and ability to manipulate audience response throughout.</li> </ul>
	<ul style="list-style-type: none"> <li>Some excellence for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Moderate excellence for effect.</li> </ul>	<b>DEMONSTRATED EXCELLENCE AS AN EFFECT</b>	<ul style="list-style-type: none"> <li>Good excellence for effect is usually demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Strong excellence for effect throughout.</li> </ul>