

**Regional A Class guards are comprised of introductory/beginning level of depth, quality of design, and excellence.. Successful design combines a logical composition that facilitates the display of skills and achievability.**

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



# Regional A Class Design Analysis

## Composition

Score

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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
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- 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   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>

## Excellence

Score

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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

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200

**WGI DESIGN ANALYSIS 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	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													

**COMPOSITION – AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:**

<ul style="list-style-type: none"> <li>Generally lacks read-ability.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals of design in EQ, MV or staging, presented singly</li> <li>Incomplete composition may limit scoring potential.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals of design in EQ, MV and staging.</li> <li>Beginning understanding of how to blend elements to create a pleasing whole.</li> <li>Work may still be in progress, but the design ideas are clear.</li> </ul>	USE OF DESIGN ELEMENTS IN FORM, BODY AND EQ	<ul style="list-style-type: none"> <li>Sound knowledge of fundamentals of design and logic in EQ, MV and form.</li> </ul>	<ul style="list-style-type: none"> <li>A successful blend of beginning design techniques in EQ, MV and form.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes incorporated</li> </ul>	MOTION TO CONNECT EVENTS	<ul style="list-style-type: none"> <li>Often incorporated.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently incorporated.</li> </ul>
	<ul style="list-style-type: none"> <li>Infrequent, presented singly.</li> <li>A need for unification of ideas is obvious.</li> </ul>	<ul style="list-style-type: none"> <li>Some orchestration, elements are often presented singly.</li> <li>Questionable or incomplete unity of elements.</li> </ul>	DESIGN AND ORCH. THROUGH TIME AND IN LAYERED EVENTS	<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals with some orchestration of ideas.</li> <li>Some unity connects the design.</li> </ul>	<ul style="list-style-type: none"> <li>Sound horizontal orchestration.</li> <li>Good unity and understanding of design connection.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional awareness of the fundamentals.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of fundamentals</li> <li>Basically correct for this level.</li> </ul>	LOGIC AND CORRECTNESS OF DESIGN	<ul style="list-style-type: none"> <li>A sound knowledge of the fundamentals.</li> <li>Correct and logical for this level.</li> </ul>	<ul style="list-style-type: none"> <li>Correct and logical, showing good development for this level.</li> </ul>
	<ul style="list-style-type: none"> <li>Occasional relationship, most often to basic melody.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning reflection of the basic audio structure with occasional dynamic changes.</li> </ul>	RELATIONSHIP TO/ ENHANCEMENT OF AUDIO INCL. DYNAMIC RANGE OF EFFORTS	<ul style="list-style-type: none"> <li>Some reflection through exploration of dimensionality of EQ or body.</li> <li>Some apparent dynamic changes.</li> </ul>	<ul style="list-style-type: none"> <li>EQ and MV reflect the audio with greater dimensionality.</li> </ul>
	<ul style="list-style-type: none"> <li>Dysfunctional, abrupt.</li> </ul>	<ul style="list-style-type: none"> <li>Basically correct for this level.</li> </ul>	TRANSITIONS AND EQ CHANGES	<ul style="list-style-type: none"> <li>Logical and sometimes well designed.</li> </ul>	<ul style="list-style-type: none"> <li>Logical, with good design.</li> </ul>
	<ul style="list-style-type: none"> <li>Rarely evident.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes evident.</li> </ul>	CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> <li>Often evident.</li> </ul>	<ul style="list-style-type: none"> <li>Usually evident.</li> </ul>

**EXCELLENCE - AT AN INTRODUCTORY TO BEGINNING LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:**

<ul style="list-style-type: none"> <li>Per-formers are generally un-aware.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional weak achievement of some responsibilities.</li> <li>Sporadic uniformity.</li> <li>Still learning the principle of moving through space.</li> <li>Incomplete program limits demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>More consistent demonstration of principles involving space, time, and moving through space.</li> <li>Moderate clarity and uniformity.</li> <li>May still be in progress but provides opportunity to demonstrate skills.</li> </ul>	ACHIEVEMENT OF SPACING, LINE, TIMING, ORIENTATION (IN EQ, MV AND FORM)	<ul style="list-style-type: none"> <li>Growing consistency and understanding of space, time and form.</li> <li>More consistent achievement moving through space.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding and achievement of space, time and form.</li> <li>Good uniformity relative to staging.</li> </ul>
	<ul style="list-style-type: none"> <li>Attempted but still learning.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to develop.</li> </ul>	KNOWLEDGE OF A DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	<ul style="list-style-type: none"> <li>Some achievement of a basic range.</li> </ul>	<ul style="list-style-type: none"> <li>A growing range of dynamic efforts is understood and applied.</li> </ul>
	<ul style="list-style-type: none"> <li>Weak or sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizable but not well developed.</li> </ul>	ADHERENCE TO STYLE IN EQ, MV AND MOTION	<ul style="list-style-type: none"> <li>Growing.</li> </ul>	<ul style="list-style-type: none"> <li>Understood and recognizable.</li> </ul>
	<ul style="list-style-type: none"> <li>Frequent breaks and flaws; recovery is not yet understood or attempted.</li> <li>Concentration and stamina are a struggle.</li> </ul>	<ul style="list-style-type: none"> <li>Growing physical and mental development for this class.</li> <li>Occasional attempts at recovery from breaks and flaws.</li> <li>Developing stamina and concentration.</li> </ul>	TRAINING, CONCENTRATION, STAMINA, RECOVERY	<ul style="list-style-type: none"> <li>Consistent and ongoing physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Moderate display of concentration and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Good physical and mental development for this class.</li> <li>Growing recovery from breaks and flaws.</li> <li>Successful concentration and stamina.</li> </ul>
	<ul style="list-style-type: none"> <li>Rare and/ or weak.</li> </ul>	<ul style="list-style-type: none"> <li>Starting to develop.</li> </ul>	ACHIEVEMENT OF CHARACTERISTICS, DETAIL AND NUANCE	<ul style="list-style-type: none"> <li>Good understanding and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, consistently achieved.</li> </ul>