

Regional A Class

Equipment

GUARD _____

JUDGE _____

Regional A class guards are comprised of a beginning level of vocabulary skills and excellence.

Consider the range and achievement of demonstrated skills.



Vocabulary

Excellence

Evaluate all skills within the equipment design either static, in motion or blended with movement.

Range and variety of equipment moves
Expressive range through dynamic efforts of space, time, weight, and flow
Depth, range and variety of blend between equipment and body
Range of material most compatible with the performers' training

How successful were the performers in:

Understanding and application of principles
Understanding and application of dynamic effort changes
Achievement of blended body and equipment challenges
Training to support the vocabulary
Development of breath, muscle, tension, flexion and rotation

0 to 5					6 to 14					26 to 38					46 to 59					66 to 70					0 to 10					11 to 20					30 to 41					52 to 64					76 to 89					101 to 115					120 to 125				
Seldom Experiences (WEAK)					Rarely Discovers (FAIR)					Sometimes Knows (GOOD)					Frequently Understands (EXCELLENT)					Always Applies (SUPERIOR)					Seldom Experiences (WEAK)					Rarely Discovers (FAIR)					Sometimes Knows (GOOD)					Frequently Understands (EXCELLENT)					Always Applies (SUPERIOR)														
0 to 5					6 to 25					26 to 45					46 to 65					66 to 70					0 to 10					11 to 40					41 to 75					76 to 114					115 to 130														

SCORE

SCORE

70

130

Sub Caption Spreads

	Very comparable	Minor Differences	Definitive Differences	Significant Difference
Vocabulary	0 tenths	1 tenths	2 to 4 tenths	5 & higher
Excellence	1 to 4 tenths	5 to 9 tenths	10 to 19 tenths	20 & higher

Total

200

EQUIPMENT CRITERIA REFERENCE
REGIONAL A CLASS

VOCABULARY

EXCELLENCE

<p>0 to 5 The choreographed vocabulary within the choreography generally lacks readability.</p>	<p>0 to 10 Individuals show no training in equipment principles.</p>
<p>06 to 25 The choreographed vocabulary is limited, repetitious or presented only as a single effort. Phrasing is short. Expressive techniques relative to dynamics are seldom included. The choreography is occasionally compatible to the individual's skills. The program is extremely incomplete and may limit scoring potential.</p>	<p>11 to 40 Individuals are discovering the introductory principles. Individuals display some uniformity in method and timing, and show some training relative to equipment principles. Body development is inconsistent causing variations in the look of the equipment. Breaks and flaws are frequent. Expressive efforts are not yet understood and are not yet even written into the book. Knowledge of breath, muscle, tension or flexion is still not understood or applied. Concentration is weak. The training process is in a developing stage. Program is extremely incomplete and may limit the performer's opportunity to demonstrate skills and achievement.</p>
<p>26 to 45 The choreographed vocabulary contains some variety and occasionally combines with movement or drill/staging. The choreography sometimes explores gradations of time and weight, and is usually compatible to the individual's skills. The work may still be in progress, but it provides the performer with an adequate opportunity to develop their range.</p>	<p>41 to 75 Individuals achieve more consistently in method and timing. Principles and expressive efforts are being developed, but may vary from individual to individual or relative to the effort required. Body qualities are undeveloped causing a variation in the look of the equipment. There is a introductory knowledge of muscle, tension, flexion, rotation and breath, and is applied in simple efforts. Breaks and flaws still occur and recovery is still a concern. Concentration and stamina are developing and are moderately achieved at this level. Methods and techniques reflect an average degree of physical and mental development at this level. Style is developing. The training process is at a moderate introductory level. The work may still be in progress but the performer has an adequate opportunity to demonstrate skills.</p>
<p>46 to 65 The range of the choreographed vocabulary is growing. Phrases show some dimensionality and some combining with movement or drill. The presence of expressive gradations is growing. Choreography is mostly compatible to the individual's skills.</p>	<p>76 to 114 Individuals understand the introductory skills and achieve a consistent degree of uniformity in method and timing. Body development is improving lending support beneath equipment. Knowledge of muscle, tension, flexion, rotation and breath is understood and applied in simple introductory efforts. There are periods of time when dynamic gradations of time and weight are achieved. Breaks and flaws still occur but recovery is becoming evident. Concentration and stamina are developing and are moderately achieved for this level. All techniques reflect a good degree of physical and mental development for this class. Adherence to style is growing. The training process is at a good developing level.</p>
<p>66 to 70 The choreographed vocabulary contains a good introductory range with variety and some versatility. Phrases are lengthening and challenge the performer with a growing range of expressive qualities and gradations. The Choreography is fully compatible to the individual's skills.</p>	<p>115 to 130 Individuals apply the introductory principles and expressive efforts. There is a good degree of achievement of uniformity in method and timing. Development is good for this introductory level. Knowledge of muscle, tension, flexion, rotation and breath is understood and applied in introductory efforts. Greater success will be seen moving with gradations in time & weight. Consistent uniformity exists in individual responsibilities. Breaks and flaws still occur but recovery is growing. Concentration and stamina are developing. All methods and techniques reflect an appropriate degree of physical and mental development for this level. Adherence to style is improving. The training process is good for this class.</p>