



# COLOR GUARD

## A CLASS: FUNDAMENTAL TO INTERMEDIATE SKILLS



BOX 1	BOX 2			BOX 3			BOX 4			BOX 5		
VOID OF FUNDAMENTAL	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL			EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
0 – 49	50-54	55-59	60-64	65-69	70-74	75-79	80-83	84-88	89-92	93-95	96-98	99-100
	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL	SOME	MOST	ALMOST ALL

### SAMPLE ALL ELEMENTS OF THE COLOR GUARD

#### CONTENT

*Whose CONTENT offered the greater:*

- **QUALITY OF DESIGN SUPPORTING THE EFFECTIVENESS OF THE OVERALL PROGRAM:** *The degree to which the Color Guard design components support and/or elevate the quality and effectiveness of the overall program—including (but not limited to) the use of body; equipment; motion; form; expressive qualities, characterizations; generation/release of tension; intensity; surprise; excitement; and relationship to the music.*
- **RANGE AND VARIETY OF BODY, EQUIPMENT, MOTION, AND FORM RESPONSIBILITIES:** *The range and variety of class-appropriate body, equipment, motion, and form responsibilities in the program.*
- **RANGE AND VARIETY OF STYLISTIC, EXPRESSIVE, AND ENGAGEMENT RESPONSIBILITIES:** *The range and variety of class-appropriate expressive skills—including (but not limited to) time; space; weight; flow; character; communication, and engagement—in the program.*
- **CREATIVITY:** *The level of creativity displayed in the exploration, usage, and integration of class-appropriate design qualities, skills, and techniques.*

SUB-CAPTION  
SCORE

100

#### ACHIEVEMENT

*Whose PERFORMERS achieved the better:*

- **DEMONSTRATION OF PHYSICAL DEVELOPMENT AND TRAINING IN SUPPORT OF THE CONTENT:** *The degree to which the demonstrated level of physical development and training successfully supports the responsibilities in the program.*
- **ACHIEVEMENT OF INDIVIDUAL AND ENSEMBLE BODY, EQUIPMENT, MOTION, AND FORM RESPONSIBILITIES:** *The degree to which the individual and ensemble body, EQ, motion, and form responsibilities are developed and achieved—including (but not limited to) completion of efforts and accuracy in time, space, path, rotation, and orientation.*
- **ACHIEVEMENT OF STYLISTIC, EXPRESSIVE, AND ENGAGEMENT RESPONSIBILITIES:** *The degree to which stylistic, expressive, and audience engagement skills—including (but not limited to) time; space; weight; flow; character; and communication—are developed and achieved.*
- **CONCENTRATION / FOCUS, STAMINA, AND RECOVERY:** *The degree to which class-appropriate concentration/focus, stamina, and recovery skills are developed and achieved.*

SUB-CAPTION  
SCORE

100

#### STYLISTIC DIVERSITY IS ENCOURAGED AND ALL STYLISTIC CHOICES HAVE EQUAL OPPORTUNITY FOR SUCCESS.

The points of comparison listed above collectively represent a balanced assessment of the caption and are not intended to be in priority order.

Achievement should be recognized and rewarded through the balanced consideration of ALL aspects of BOTH sub-captions!

Measure the degree of success and achievement along the continuum and then compare to determine:

Who is better (ranking) and by how much (spreading), in order to arrive at each sub-caption score and the total score (rating).

TOTAL  
MAX  
SCORE  
200

SPREAD GUIDELINES	Very Close	Slight Advantage	Advantage	Decision
100-point sub-caption scale	1	2	3	4+
200-point total score scale	1-2	3-4	5-6	7+

BOX 1 VOID OF FUNDAMENTAL 0 – 49	BOX 2			BOX 3			POINTS OF COMPARISON  <b>A CLASS</b>	BOX 4			BOX 5		
	EMERGING FUNDAMENTAL			ESTABLISHED FUNDAMENTAL				EMERGING INTERMEDIATE			ESTABLISHED INTERMEDIATE		
	50-54 SOME	55-59 MOST	60-64 ALMOST ALL	65-69 SOME	70-74 MOST	75-79 ALMOST ALL		80-83 SOME	84-88 MOST	89-92 ALMOST ALL	93-95 SOME	96-98 MOST	99-100 ALMOST ALL
Fundamental offerings are not present.	<i>Fundamental, basic skills &amp; qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast &amp; few gradations.</i>						CONTENT	<i>Skills &amp; qualities offer some complexity &amp; dimensionality, with moderate to good variety drawn from a basic to intermediate scope. Moderate to good dynamic/tempo/expressive range with clear contrasts &amp; some gradations. Slight to moderate layering of efforts.</i>					
	<i>Design choices occasionally provide very basic support of the program &amp; may appear to be a separate thought process. Components are basic, uneven &amp; create simple &amp; similar effects. Basic reflection of obvious musical structure is emerging.</i>						QUALITY OF DESIGN SUPPORTING THE EFFECTIVENESS OF THE OVERALL PROGRAM	<i>Design choices often support the full program. Expanded components are more dimensional, offer some interest &amp; are sometimes layered to create moderate aesthetic &amp;/or emotional effects. The relationship to the musical structure &amp; some of its layers is evident, literal &amp; moderately effective.</i>					
	Fund. components are presented <b>singly</b> . Obvious events are <b>occasionally</b> supported at a <b>very basic</b> level. There is <b>some rudimentary</b> effect.			Established <b>fund.</b> components are sometimes layered, with 1 <b>branch</b> of the triad dominating. <b>Some obvious</b> musical aspects are reflected. <b>Some basic</b> support of the program. <b>Occasional</b> effects are <b>basic</b> .			RANGE & VARIETY OF BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES	Emerging <b>int.</b> qualities <b>usually</b> explore <b>2 layers</b> . The <b>basic/literal</b> structure of the music is <b>sometimes</b> reflected. There is <b>moderate</b> support of the program. Effects are <b>usually moderate</b> and <b>similar</b> .			Established <b>int.</b> qualities involve <b>at least 2 layers</b> . <b>Some</b> layers & qualities of the music are reflected & explored. There is <b>good</b> support of the program. Effects are <b>good</b> and offer <b>some variety</b> .		
	<i>A very narrow range &amp; variety of fundamental responsibilities; beginning exploration of the triad.</i>							<i>Moderate to good range &amp; variety of intermediate responsibilities often explores the triad, although 1 branch may offer less.</i>					
	<b>Narrow</b> variety within a very <b>basic</b> range, <b>usually</b> dominated by 1 branch of the triad & varying from section to section.			<b>Moderate</b> range &/or variety of <b>fund.</b> responsibilities, <b>usually</b> dominated by 1 branch of the triad & varying from section to section.			RANGE & VARIETY OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES	<b>Moderate</b> range &/or variety of <b>int.</b> responsibilities. 1 branch of the triad may offer less & this <b>may vary</b> from section to section.			<b>Good</b> range & variety of <b>int.</b> responsibilities across the triad, <b>moderately distributed throughout the ensemble</b> .		
	<i>A very narrow of fundamental stylistic/engagement responsibilities.</i>							<i>Moderate to good range &amp; variety of intermediate stylistic/expressive/engagement responsibilities.</i>					
	<b>Minimal</b> expressive responsibilities are present.			<b>Very basic</b> style/character responsibilities are present.			CREATIVITY	<b>Moderate</b> stylistic expressive & audience engagement responsibilities <b>vary</b> from section to section.			<b>Good int.</b> stylistic, expressive & engagement responsibilities are <b>often present</b> .		
	<i>A basic approach may sometimes include the creative use of a fundamental range of skills.</i>							<i>Some distinctive moments &amp; novel approaches may be present.</i>					
Emerging <b>fund.</b> design employs the <b>most basic</b> approach to establish a foundation for future growth.			Est. <b>fund.</b> design employs some <b>basic</b> creativity to display <b>fund.</b> skills.				Emerging <b>int.</b> creativity employs <b>int.</b> qualities & skills to create <b>some</b> interest & effect.			Est. <b>int.</b> creativity employs <b>int.</b> qualities & skills to create <b>moderate</b> interest & effect.			
A foundation for fundamental achievement is not present.	<i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble &amp; the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>						ACHIEVEMENT	<i>Moderate individual skill, strength &amp; stamina emerging from a good technical foundation &amp; a broader range &amp; variety of responsibilities. Moderate to good ensemble awareness &amp; individual ability to fulfill an intermediate role within the ensemble. Achievement may vary between responsibilities, sections &amp; over time.</i>					
	<i>Fundamental skills are supported by some physical development.</i>						DEMONSTRATION OF PHYSICAL DEVELOPMENT & TRAINING IN SUPPORT OF THE CONTENT	<i>A good range of Intermediate skills are supported by moderate to good physical development.</i>					
	Emerging physical development <b>barely supports</b> the most <b>fund.</b> skills; the foundation for further growth is <b>unstable</b> .			A <b>foundation</b> of <b>moderate</b> physical development <b>supports fund.</b> skills; this <b>may vary</b> between sections & skills.			ACHIEVEMENT OF INDIVIDUAL & ENSEMBLE BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES	<b>Moderate</b> physical development supports <b>int.</b> skills, but <b>varies</b> btw secs. & aspects of training.			<b>Good</b> physical development supports <b>int.</b> skills w/slight variation btw secs. & aspects of training.		
	<i>Achievement of the most fundamental skills &amp; orientation in time &amp; space is emerging but inconsistent.</i>							<i>Techniques, articulations &amp; completions are moderately consistent but vary across the triad &amp;/or between sections. Good ensemble orientation in time &amp; space/ path/form. Moderately layered responsibilities sometimes compromise consistency.</i>					
	<b>Basic</b> achievement of <b>fund.</b> skills is emerging.			<b>Moderate</b> achievement of <b>fund.</b> skills. 1 branch of the triad may be <b>stronger</b> & this <b>may vary</b> between sections & over time.			ACHIEVEMENT OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES	<b>Moderate</b> achievement of a <b>good</b> range of <b>int.</b> skills is emerging. This <b>may vary</b> across the triad & from section to section.			<b>Good</b> achievement of a <b>broad</b> range of <b>int.</b> skills is established across the triad. This <b>may vary</b> from section to section.		
	<i>An understanding of time &amp; space is emerging but there is flat approach to expression &amp; communication.</i>							<i>Performers understand &amp; have some success in achieving many of the expressive/ dynamic efforts of time, space, character, communication &amp; engagement.</i>					
	<b>Basic</b> achievement of the most <b>fund.</b> qualities is emerging.			<b>Moderate</b> achievement of <b>fund.</b> qualities is established. This <b>may vary</b> between sections & over time.			CONCENTRATION/FOCUS, STAMINA & RECOVERY	<b>Moderate</b> achievement of a <b>good</b> range of <b>int.</b> qualities is emerging but <b>may vary</b> .			<b>Good</b> achievement of a <b>broad</b> range of <b>int.</b> qualities is established but <b>may vary</b> slightly.		
	<i>Basic concentration &amp; stamina, frequent distractions, rare recoveries.</i>							<i>Moderate to good concentration &amp; stamina, occasional distractions with some successful recoveries.</i>					
Emerging <b>basic</b> concentration & <b>occasionally</b> sufficient stamina. Very <b>occasional/ minimally successful</b> recovery attempts.			Established <b>basic</b> concentration w/ <b>frequent breaks</b> . <b>Moderately</b> sufficient stamina. <b>Occasional &amp; moderately successful</b> recovery attempts.				Established <b>good</b> concentration w/ <b>occasional breaks</b> . <b>Moderately</b> sufficient stamina. <b>Frequent &amp; moderately successful</b> recoveries.			Established <b>good</b> concentration w/ <b>occasional minor breaks</b> . <b>Good</b> stamina. Recoveries are <b>usually applied</b> with <b>good</b> success.			