



COLOR GUARD REGIONAL A CLASS INTRODUCTORY TO FUNDAMENTAL SKILLS



| BOX 3 | | | BOX 4 | | | BOX 5 | | |
|--------------------------|-------|------------|----------------------|-------|------------|-------------------------|-------|------------|
| DISCOVERING INTRODUCTORY | | | EMERGING FUNDAMENTAL | | | ESTABLISHED FUNDAMENTAL | | |
| 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 |

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 3 | | | POINTS OF COMPARISON REGIONAL A CLASS | BOX 4 | | | BOX 5 | | | | |
|---|---------------|---------------------|--|---|---------------|---------------------|--------------------------|--|----------------------|--|--|
| ESTABLISHED FUNDAMENTAL | | | | EMERGING INTERMEDIATE | | | ESTABLISHED INTERMEDIATE | | | | |
| 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 | | |
| <i>The most entry-level skills and qualities that allow the performers to discover a positive emerging competitive experience</i> | | | CONTENT | <i>Fundamental, basic skills & qualities with variety limited to this scope. Single efforts or slight layering of basic efforts. Minimal dynamic/tempo/expressive range, with basic contrast & few gradations.</i> | | | | | | | |
| <i>Design choices reflect & facilitates the most foundational skill development.</i> | | | QUALITY OF DESIGN SUPPORTING THE EFFECTIVENESS OF THE OVERALL PROGRAM | <i>Design choices occasionally provide very basic support of the program & may appear to be a separate thought process. Components are basic, uneven & create simple & similar effects. Basic reflection of obvious musical structure is emerging</i> | | | | | | | |
| The most foundational & functional components sometimes present the most basic aspects of the music. | | | | Fundamental components are presented singly . Obvious events are occasionally supported at a very basic level. There is some rudimentary effect. | | | | Established fundamental components are sometimes layered, with 1 branch of the triad dominating. Some obvious musical aspects are reflected. Some basic support of the program. Occasional effects are basic . | | | |
| <i>The most simple responsibilities are explored 1 at a time.</i> | | | RANGE & VARIETY OF BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES | <i>A very narrow range & variety of fundamental responsibilities; beginning exploration of the triad.</i> | | | | | | | |
| Minimal variety across the most foundational range. | | | | Narrow variety within a very basic range, usually dominated by 1 branch of the triad & varying from section to section. | | | | Moderate range &/or variety of fundamental responsibilities, usually dominated by 1 branch of the triad & varying from section to section. | | | |
| <i>Simple concepts are introduced.</i> | | | RANGE & VARIETY OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES | <i>A very narrow of fundamental stylistic/engagement responsibilities.</i> | | | | | | | |
| No to the most minimal expressive concepts are explored. | | | | Minimal expressive responsibilities are present. | | | | Very basic style/character responsibilities are present. | | | |
| <i>Creative choices reflect the most foundational skill development.</i> | | | CREATIVITY | <i>A basic approach may sometimes include the creative use of a fundamental range of skills.</i> | | | | | | | |
| Emerging creativity explores the most foundational choices to establish a foundation for future growth. | | | | Emerging fundamental design employs the most basic approach to establish a foundation for future growth. | | | | Est. fundamental design employs some basic creativity to display fundamental skills. | | | |
| <i>The discovery of the most entry-level achievement principles and skills that serve as a foundation for future growth.</i> | | | ACHIEVEMENT | <i>Fundamental, basic achievement that serves as a foundation for future growth. Individual skills dominate, with some emerging awareness of the ensemble & the individual's basic role within the ensemble. Achievement may vary between responsibilities, sections & over time.</i> | | | | | | | |
| <i>The performers are discovering physical development for color guard.</i> | | | DEMONSTRATION OF PHYSICAL DEVELOPMENT & TRAINING IN SUPPORT OF THE CONTENT | <i>Fundamental skills are supported by some physical development.</i> | | | | | | | |
| Introductory physical development somewhat provides a foundation for further growth. | | | | Emerging physical development barely supports the most fundamental skills; the foundation for further growth is unstable . | | | | A foundation of moderate physical development supports fundamental skills; this may vary between sections & skills. | | | |
| <i>The performers are discovering the concept of ensemble awareness & individual achievement.</i> | | | ACHIEVEMENT OF INDIVIDUAL & ENSEMBLE BODY, EQUIPMENT, MOTION & FORM RESPONSIBILITIES | <i>Achievement of the most fundamental skills & orientation in time & space is emerging but inconsistent.</i> | | | | | | | |
| Basic awareness of path, space & time is emerging. | | | | Basic achievement of fundamental skills is emerging. | | | | Moderate achievement of fundamental skills. 1 branch of the triad may be stronger & this may vary between sections & over time. | | | |
| <i>The performers are discovering the most foundational skills.</i> | | | ACHIEVEMENT OF STYLISTIC, EXPRESSIVE & ENGAGEMENT RESPONSIBILITIES | <i>An understanding of time & space is emerging but there is flat approach to expression & communication.</i> | | | | | | | |
| The most simple engagement is achieved through very vague completion of the content. | | | | Basic achievement of the most fundamental qualities is emerging. | | | | Moderate achievement of fundamental qualities is established. This may vary between sections & over time. | | | |
| <i>The performers are discovering the most foundational skills.</i> | | | CONCENTRATION/FOCUS, STAMINA & RECOVERY | <i>Basic concentration & stamina, frequent distractions, rare recoveries.</i> | | | | | | | |
| Unstable concentration & emerging stamina. Rare awareness of the need for recovery. | | | | Emerging basic concentration & occasionally sufficient stamina. Very occasional/ minimally successful recovery attempts . | | | | Established basic concentration w/ frequent breaks . Moderately sufficient stamina. Occasional & moderately successful recovery attempts. | | | |