

# Novice Class Design Analysis

BOX 3 SOMETIMES			BOX 4 FREQUENTLY			BOX 5 CONSISTENTLY		
40-44 SOME	45-50 MOST	51-54 ALL	55-63 SOME	64-73 MOST	74-84 ALL	85-89 SOME	90-94 MOST	95-100 ALL

## COMPOSITION

- Use of Design Elements in Form, Body, & Equipment
- Design & Orchestration through Time & in Layered Events
- Logic & Correctness of Design
- Relation to/Reflection of Audio including Dynamic range of efforts
- Transitions & Equipment Changes
- Characteristics, Detail & Nuance
- Compatibility Between Range & Training

SUB-CAPTION  
SCORE

100

## EXCELLENCE

- Achievement of spacing, Line, Timing & Orientation (in EQ, MV, & Form)
- Knowledge of a Dynamic Range through Space, Time, and Form
- Adherence to Style in Equipment, Movement & Motion
- Training to support challenges, Concentration, Stamina, and Recovery
- Achievement of Characteristics, Detail & Nuance

SUB-CAPTION  
SCORE

100

Novice 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.

TOTAL MAX  
SCORE

200

SCALE	Very Close	Slight Advantage	Advantage	Decision
100-point scale	1	2	3	4+
200-point total	1-2	3-4	5-6	7+



## NOVICE - DESIGN ANALYSIS



AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME		BOX 3 Occasionally Knows			BOX 4 Sometimes Understands			BOX 5 Frequently Applies		
		40 to 54			55 to 84			85 to 100		
		40 44	45 50	51 54	55 63	64 73	74 84	85 89	90 94	95 100
		SOME/SOME	MOST/MOST	ALL/ALL	SOME/SOME	MOST/MOST	ALL/ALL	SOME/SOME	MOST/MOST	ALL/ALL
	POINTS OF COMPARISON	Introductory composition - Musical structure reflected by obvious melodic line, phrasing & meter – Nascent to Introductory artistic effort & use of design elements - Elements presented singularly, only rarely 2 at a time								
COMPOSITION – at an INTRODUCTORY TO BEGINNING level, whose composition contained the greater:										
	USE OF DESIGN ELEMENTS IN FORM, BODY, & EQ	Occasional			Some elements of design, often in single presentation			Solid working knowledge of fundamentals of design in EQ, MV & form.		
	MOTION TO CONNECT EVENTS	Rarely Evident			Sometimes evident.			Often incorporated to emphasize singular events.		
	DESIGN & ORCH. THROUGH TIME & IN LAYERED EVENTS	Incomplete comp may limit scoring potential.			Some blending of elements to create an appealing whole.			Composing process involves sound orchestration of ideas.		
	LOGIC & CORRECTNESS OF DESIGN	Occasional design fundamentals in EQ, MV, or form. Lacks logic and unity			· Some logical flow of ideas. · Somewhat correct beginning design principles. · Questionable/incomplete unity. · Work may still be in progress.			· Logical flow of ideas. · Occasional unity at a basic level.		
	RELATION TO/REFL. OF AUDIO INCLUDING DYN RANGE OF EFFORTS	Occasional, most often basic melody.			· Beginning reflection of basic audio structure. · Some dynamic changes.			· Apparent dynamic effort changes. · Frequent dimensionality of EQ or body reflecting the audio.		
	TRANSITIONS & EQ CHANGES	Dysfunctional, abrupt.			· Beginning understanding of logical transitions.			Appealing composition of transitions although at times they are functional.		
	CHARACTERISTICS, DETAIL, & NUANCE	Rarely evident.			· Sometimes evident.			Often incorporated.		
	COMPATIBILITY BTW RANGE & TRAINING	Rarely			· Sometimes.			Mostly.		
EXCELLENCE – at an INTRODUCTORY TO BEGINNING level, whose performers demonstrated the better:										
	ACHIEV. OF SPACING, LINE, TIMING, & ORIENTATION (IN EQ, MV, & FORM)	· Infrequent achievement. · Inconsistent uniformity. · Incomplete program limits demonstration.			· Some achievement, clarity & moderate uniformity. Work may still be in progress but provides opportunity to demonstrate skills.			Often a good achievement & uniformity.		
	KNOWLEDGE OF A DYN RANGE THROUGH S/T/W/F	Weak			Some			Good achievement of a basic range.		
	ADHERENCE TO STYLE IN EQ, MV & MOTION	Weak			Recognizable & sometimes developed.			Consistent, albeit beginning, style.		
	TRAINING TO SUPPORT CHALLENGES, CONCENTRATION, STAMINA, RECOVERY	· Frequent breaks & flaws without recovery. · Accuracy and concentration are weak.			· Sometimes reflects beginning physical & mental dev. · Some recovery from breaks & flaws. · Some observable stamina & concentration .			· Training evident. · Evident recovery from infrequent with breaks & flaws. · Moderate display of concentration & stamina.		
	ACHIEVEMENT OF CHARACTERISTICS, DETAIL, & NUANCE	Weak			Some			Good achievement of basic skills.		

# Novice Class GENERAL EFFECT

BOX 3			BOX 4			BOX 5		
SOMETIMES			FREQUENTLY			CONSISTENTLY		
40-44	45-50	51-54	55-63	64-73	74-84	85-89	90-94	95-100
SOME	MOST	ALL	SOME	MOST	ALL	SOME	MOST	ALL

## REPERTOIRE EFFECT

- Program Concept & Production Value
- Dramatic Contour & Pacing of Planned Effects
- Effective Design of Equipment, Movement & Staging
- Range & Variety of Effects: Aesthetic, Emotional, Intellectual
- Visual Musicality/Mood

SUB-CAPTION  
SCORE

100

## PERFORMANCE EFFECT

- Demonstrated Excellence as an Effect
- Engaged the Audience Through a Range & Variety of Effects
- Embodied/Sustained Character/ Role/ ID/ Style
- Delivered/Sustained the Dramatic Contour & Planned Effects
- Established/Sustained Designed Mood, artistic Qualities & Visual Musicality

SUB-CAPTION  
SCORE

100

**Novice guards demonstrate introductory/beginning level qualities in repertoire and performance. Successful Effect combines a logically written repertoire with an achieved and communicated performance.**

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

TOTAL MAX  
SCORE

200

SCALE	Very Close	Slight Advantage	Advantage	Decision
100-point scale	1	2	3	4+
200-point total	1-2	3-4	5-6	7+



## NOVICE - GENERAL EFFECT



		BOX 3 Occasionally Knows			BOX 4 Sometimes Understands			BOX 5 Frequently Applies		
		40 to 54			55 to 84			90 to 100		
		40 44	45 50	51 54	55 63	64 73	74 84	85 89	90 94	95 100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME		SOME/SOME	MOST/MOST	ALL/ALL	SOME/SOME	MOST/MOST	ALL/ALL	SOME/SOME	MOST/MOST	ALL/ALL
	POINTS OF COMPARISON	Introductory concept, minimal design & program development, with nascent skills - Simple soundtrack, color/costume &/or very simple props - Single efforts & simple responsibilities & effects presented one at a time with simple connections - One character/role, occasionally evident with minimal changes, not fully understood								
REPERTOIRE EFFECT: at an INTRODUCTORY to BEGINNING LEVEL, whose repertoire contained the greater:										
	PROGRAM CONCEPT & PRODUCTION VALUE	•Minimal/undeveloped, some clear thoughts. •Incomplete program limits scoring potential.			•Moderately successful. •Moderate enhancement through color, costume & props. •Program may still be a work in progress.			•Clear & identifiable with sound programming & good appeal. •Good enhancement through color, costume & props.		
	DRAMATIC CONTOUR & PACING OF PLANNED EFFECTS	Rarely Evident			Attempted & engages the audience.			Good basics of planned effects.		
	EFFECTIVE DESIGN OF EQ, MV & STAGING	•Often weak fundamentals occasionally create effect. •Coordination is attempted.			•Clear, moderately developed, adequately correct. Proper staging, EQ/MV design. •Some coordination.			•Good basics of planned effects. •EQ, MV & form give more interest through good staging & design. •Coordination yields pleasing designed effects.		
	RANGE & VARIETY OF EFFECTS: AES/EMOT/INTEL	Some knowledge of design with some appeal			Clear, moderately developed, somewhat appealing.			Clear & identifiable with good appeal.		
	VISUAL MUSICALITY / MOOD	Inconsistent			Yield some designed effects.			More consistently sustained.		
PERFORMANCE EFFECT – at an INTRODUCTORY TO BEGINNING level, whose performers better:										
	DEMONSTRATED EXCELLENCE AS AN EFFECT	Some display of introductory awareness.			•Moderate achievement for greater periods of time.			Good understanding/ awareness and delivery.		
	ENGAGED THE AUDIENCE THROUGH A RANGE & VARIETY OF EFFECTS	Incomplete program limits the opportunity to demonstrate skills.			•Introductory levels of appeal. •Developing communication. •Program may be a work in progress, but provides adequate opportunity.			Communicate improved levels of appeal, emotion & introductory skills of performance effectiveness.		
	EMBODIED/ SUSTAINED CHARACTER/ROLE / ID/STYLE	Some display of Introductory understanding.			Beginning to display a growing understanding.			Greater confidence improves communication with the audience.		
	DELIVERED/ SUSTAINED THE DRAMATIC CONTOUR & PLANNED EFFECTS	•Introductory performance skills are inconsistent & sporadic.			Some impact and contour.			More consistent from section to section & within the show.		
	ESTAB/SUSTAINED DESIGNED MOOD, ARTISTIC QUAL & VIS MUSICALITY	Inconsistent & sporadic.			Some mood and musicality.			More consistent from section to section & within the show.		

# Novice Class EQUIPMENT

BOX 3  
SOMETIMES  
40-44 45-50 51-54  
SOME MOST ALL

BOX 4  
FREQUENTLY  
55 - 63 64 - 73 74-84  
SOME MOST ALL

BOX 5  
CONSISTENTLY  
85-89 90-94 95-100  
SOME MOST ALL

## VOCABULARY

- Range and Variety of Equipment Skills
- Dynamic Range: Space, Time, Weight, Flow
- Depth, Range, and Variety of Blend Between Equipment and Body
- Range of Material Most Compatible with Training

SUB-CAPTION  
SCORE

100

## EXCELLENCE

- Understanding & Application of Equipment Principles
- Understanding & Application of Dynamic Range: Space, Time, Weight, Flow
- Achievement of Blended Equipment/Body Challenges
- Development of Breath, Muscle, Tension, Flexion, Rotation
- Training to Support Vocabulary

SUB-CAPTION  
SCORE

100

Novice Class guards are comprised of introductory/beginning level vocabulary skills and excellence.  
Success comes from strategic choices in vocabulary that lead to the achievement of excellence.

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

TOTAL MAX  
SCORE

200

SCALE	Very Close	Slight Advantage	Advantage	Decision
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## NOVICE - EQUIPMENT



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		40	44	45	50	51	54	55	63	64	73	74	84	85	89	90	94	95	100
AMOUNT OF CRITERIA MET/ AMOUNT OF THE TIME		SOME/SOME		MOST/MOST		ALL/ALL		SOME/SOME		MOST/MOST		ALL/ALL		SOME/SOME		MOST/MOST		ALL/ALL	
	POINTS OF COMPARISON	Simple intro skills - Spins/flourishes/extensions, likely right-hand dominant - Angles from limited parts of EQ - Simple low tosses from stationary - limited release/catch points – Beg carving/extensions – Limited dimensionality - Some simple layering on MV, mostly stationary - Very little change in dynamic qualities - Short phrases (16 to 24 counts) with much built in recovery time - Ind spotlight performers offer more																	
VOCABULARY: at an INTRODUCTORY to BEGINNING LEVEL, whose vocabulary contained the greater:																			
	RANGE AND VARIETY OF EQ SKILLS	Limited, repetitious, or extremely incomplete. • Short phrases.						• Some variety. • Longer phrases. • May still be in a work in progress, but provides adequate opportunity.						Well-developed range and variety for this class.					
	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	Emerging.						Some dynamic efforts						More frequent dynamic efforts.					
	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	Single efforts.						Sometimes combined with MV or drill/motion.						Frequently combined with MV or drill/motion.					
	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	An extremely limited range of introductory material is compatible with the training.						A limited range of introductory material is compatible with the training.						A moderate range of introductory to some beginning material is compatible with the training.					
EXCELLENCE – at an INTRODUCTORY TO BEGINNING level, whose performers demonstrated the better:																			
	UNDERSTANDING & APPLICATION OF EQ PRINCIPLES	• Some training. • Style not understood. • Some uniformity in method & timing.						• Understood but may vary. • Developing style. • More consistent uniformity in method & timing.						• Understood & often achieved. Consistent uniformity in method, style & timing. delivery.					
	UNDERSTANDING & APPLICATION OF DYNAMIC RANGE: S/T/W/F	Rarely understood						Some gradations understood but may vary.						Gradations/effort changes are frequently achieved.					
	ACHIEVEMENT OF BLENDED EQ/BODY CHALLENGES	Inconsistent body development causes variations in look.						• Move through space/achieve layered efforts w/more consistent ease. • Undeveloped body qualities cause variation in look.						Body development is improved in support beneath equipment..					
	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	Rarely understood or applied.						Known and sometimes applied.						Understood & frequently applied					
	TRAINING TO SUPPORT VOCABULARY	•Developing training. •Weak recovery from frequent breaks and flaws. frequent breaks and flaws. •Weak concentration. •Extremely incomplete program may limit training demonstration.						• Moderate training, concentration and stamina. • Growing recovery from breaks and flaws. • Average physical and mental development. • May be a work in progress but allows adequate demonstration						• Good training. • Evident recovery from occasional breaks & flaws. • Consistent concentration & stamina. • Good physical & mental development.					

# Novice Class MOVEMENT

BOX 3  
SOMETIMES  
40-44 45-50 51-54  
SOME MOST ALL

BOX 4  
FREQUENTLY  
55-63 64-73 74-84  
SOME MOST ALL

BOX 5  
CONSISTENTLY  
85-89 90-94 95-100  
SOME MOST ALL

## VOCABULARY

- Range and Variety of Movement Skills
- Dynamic Range: Space, Time Weight, Flow
- Depth, Range, and Variety of Blend Between Equipment and Body
- Range of Material Most Compatible with Training

SUB-CAPTION  
SCORE

100

## EXCELLENCE

- Understanding & Application of Movement Principles
- Understanding & Application of Dynamic Range: Space, Time, Weight, Flow
- Achievement of Blended Equipment/Body Challenges
- Development of Breath, Muscle, Tension, Flexion, Rotation
- Training to Support Vocabulary

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SCORE

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	POINTS OF COMPARISON	Simple intro skills - Traveling (walking, running) - Bodies mostly vertical - Simple turns - Simple postural & gestural shaping - Very little change in dynamic qualities - Mostly stationary - Individual spotlight performers offer more advanced efforts								
VOCABULARY: at an INTRODUCTORY to BEGINNING LEVEL, whose vocabulary contained the greater:										
	RANGE AND VARIETY OF MV SKILLS	Limited, repetitious, or extremely incomplete. •Short phrases.			•Some variety. •Longer phrases. •May still be in a work in progress, but provides adequate opportunity.			Well-developed range and variety for this class.		
	DYNAMIC RANGE: SPACE, TIME, WEIGHT, FLOW	Emerging.			Some dynamic efforts			More frequent dynamic efforts.		
	DEPTH, RANGE AND VARIETY OF BLEND BTW EQ/BODY	Single efforts.			Sometimes combined with EQ or drill/motion.			Frequently combined with EQ or drill/motion.		
	RANGE OF MATERIAL MOST COMPATIBLE WITH TRAINING	An extremely limited range of introductory material is compatible with the training.			A limited range of introductory material is compatible with the training.			A moderate range of introductory to some beginning material is compatible with the training.		
EXCELLENCE – at an INTRODUCTORY TO BEGINNING level, whose performers demonstrated the better:										
	UNDERSTANDING & APPLICATION OF MV PRINCIPLES	•Some training. •Style not understood. •Some uniformity in method & timing.			•More consistent uniformity in method & timing. •Understood but may vary. •Developing style.			•Understood & often achieved. Consistent uniformity in method, style & timing. delivery.		
	UNDERSTANDING & APPLICATION OF DYNAMIC RANGE: S/T/W/F ACHIEVEMENT OF	Rarely understood			Some gradations understood but may vary.			Gradations/effort changes are frequently achieved.		
	BLENDED EQ/BODY CHALLENGES	Inconsistent body development causes variations in look.			•Move through space/achieve layered efforts w/more consistent ease. •Undeveloped body qualities cause variation in look.			Body development is improved in support beneath equipment..		
	DEVELOPMENT OF BREATH, MUSCLE, TENSION, FLEXION, ROTATION	•Rarely understood or applied.			Known and sometimes applied.			Understood & frequently applied		
	TRAINING TO SUPPORT VOCABULARY	•Developing training. •Weak recovery from frequent breaks and flaws. frequent breaks and flaws. •Weak concentration. •Extremely incomplete program may limit training demonstration.			•Moderate training, concentration and stamina. •Growing recovery from breaks and flaws. •Average physical and mental development. •May be a work in progress but allows adequate demonstration			•Good training. •Evident recovery from occasional breaks & flaws. •Consistent concentration & stamina. •Good physical & mental development.		