A Class guards are comprised intermediate levels 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.

## Composition

**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
- Relationship to, or enhancement of the audio through the dynamic range of efforts: space, time, weight, and flow
- Imaginative and inventive use of design choices
- Variety of design choices
- Transitions and equipment changes
- Characteristics, detail, and nuance

### Score

<table>
<thead>
<tr>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
<th>Box 4</th>
<th>Box 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>7</td>
<td>14</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>22</td>
<td>40</td>
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<td>22</td>
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<td>60</td>
<td>80</td>
</tr>
<tr>
<td>80</td>
<td>90</td>
<td>94</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

- Seldom Experiences
- Rarely Discovers
- Sometimes Knows
- Frequently Understands
- Always Applies

## Excellence

**Whose performers demonstrated the better:**
- Achievement of spacing, line, timing, and orientation
- Achievement 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

### Score

<table>
<thead>
<tr>
<th>Insufficient Differences</th>
<th>Slight Differences</th>
<th>Moderate Differences</th>
<th>Significant Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 1 tenth</td>
<td>2 to 3 tenths</td>
<td>4 to 6 tenths</td>
<td>7 or more tenths</td>
</tr>
</tbody>
</table>

## Sub Caption Spread Guidelines

- Slight Differences: 2 to 3 tenths
- Moderate Differences: 4 to 6 tenths
- Significant Differences: 7 or more tenths

## TOTAL

200
### WGI DESIGN ANALYSIS A CLASS

#### COMPOSITION – AT AN INTERMEDIATE LEVEL, WHOSE COMPOSITION CONTAINED THE GREATER:

<table>
<thead>
<tr>
<th>BOX 1</th>
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<tbody>
<tr>
<td>Seldom Exp.</td>
<td>Rarely Discovers</td>
<td>Sometimes Knows</td>
<td>Frequently Understands</td>
<td>Always Applies</td>
</tr>
<tr>
<td>0 to 06</td>
<td>07 to 29</td>
<td>30 to 59</td>
<td>60 to 89</td>
<td>90 to 100</td>
</tr>
</tbody>
</table>

#### Points of Comparison

- Occasional, presented singly.
- Knowledge of fundamentals of design and blending of elements.
- Good knowledge of fundamentals of design and logic in EQ, MV and form, while additional challenges add depth.
- Good understanding of triad options.
- Successful and appealing blend of design techniques in EQ, MV and form.
- Successful application of triad options.

- Rarely evident.
- Sometimes evident.
- Consistently incorporated.
- Successfully incorporated throughout.
- Full understanding of horizontal and vertical orch.
- Consistent unity and successful design connection.

- Infrequent, presented singly. Incomplete composition may limit scoring potential.
- Some orchestration, but ideas often presented singly.
- Questionable or incomplete unity of elements.
- Strong understanding of continuity, development and design for this level.
- Unity connects the design.

- Generally lacks readability.
- Occasional, most often basic melody.
- Reflects the basic audio structure with occasional dynamic changes.
- Fully reflects the basic audio structure with dimensionality, and apparent dynamic changes.
- Consistently reflects with greater dimensionality and frequent dynamic changes.

#### EXCELLENCE - AT AN INTERMEDIATE LEVEL, WHOSE PERFORMERS DEMONSTRATED THE BETTER:

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#### Points of Comparison

- Occasional achievement.
- Sporadic uniformity.
- Still learning how to move through space.
- Incomplete program limits demonstration.
- Moderate achievement of space, line, time, and moving through space.
- Greater clarity, moderate uniformity.
- May still be in progress but provides opportunity to demonstrate skills.
- Achieve an enhanced dynamic range.
- Always achieved well and with clarity.
- Good uniformity relative to staging and orientation.

- Attempted but still learning.
- Moderate achievement of time and weight.
- Achieve an enhanced dynamic range.
- Growing range of space, time, weight and flow is understood and applied.

- Weak or sporadic.
- Recognizable but not well developed.
- Evident and growing.
- Consistent broad range of beginning style.

- Frequent breaks and flaws without recovery.
- Concentration and stamina are sporadic.
- Growing physical and mental development for this class.
- Attempted recovery from breaks and flaws.
- Good physical and mental development for this class.
- Good recovery from infrequent breaks and flaws.
- Well-developed physical and mental development for this class.
- Quick recovery from rare breaks and flaws.
- Successful concentration and stamina.

- Weak or sporadic.
- Some.
- Good understanding and enhancement.
- Clear, consistently achieved and enhanced with dynamic gradations.