**Program Effect**

- Coordination of All Elements (Visual / Musical)
- Visual Continuity / Flow
- Pacing of Visual Effects
- Entertainment Value / Appeal
- Variety of Effects
- Creativity and Imagination

**Performer Effect**

- Achieved Visual Effects
- Communication / Showmanship
- Emotion
- Involvement / Engagement
- Sustained Character / Role / Identity

**Open Class: Intermediate to Advanced Skills**

Adjudicators are to consider the program content and performer’s excellence both as its own entity and as it relates to the overall design. Equal consideration is given to the achievement of the range, variety, and depth of design and skill sets.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Very Close</th>
<th>Slight Advantage</th>
<th>Advantage</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-point scale</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4+</td>
</tr>
<tr>
<td>200-point total</td>
<td>1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7+</td>
</tr>
<tr>
<td>BOX 1</td>
<td>BOX 2</td>
<td>BOX 3</td>
<td>POINTS OF COMPARISON</td>
<td>BOX 4</td>
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<td>------</td>
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</tr>
<tr>
<td>NEVER</td>
<td>RARELY</td>
<td>SOME</td>
<td>OPEN CLASS</td>
<td>FREQUENTLY</td>
</tr>
<tr>
<td>0–49</td>
<td>50–54</td>
<td>55–59</td>
<td>60–64</td>
<td>65–69</td>
</tr>
</tbody>
</table>

### PROGRAM EFFECT

- **There are no program effects**
  - Coordination is sometimes presented through musical and visual repertoire at an intermediate level. *(COORDINATION OF ALL ELEMENTS (MUSICAL AND VISUAL))*
  - Flow and continuity is sometimes present and there are some issues in intermediate program flow. *(VISUAL CONTINUITY / FLOW)*
  - The program rarely offers entertainment and appeal. *(ENTERTAINMENT VALUE / APPEAL)*
  - There are little range of effects. *(VARIETY OF EFFECTS)*
  - Creativity is rarely displayed. *(CREATIVITY)*

### PERFORMER EFFECT

- **Achievement is rarely offered and impacted by insecurity.**
  - Intermediate level achievement is present at times and there is opportunity for growth. *(ACHEIVED VISUAL EFFECT)*
  - Performers frequently deliver intended visual effects. *(Visual achievement is consistently displayed at an advance level.)*

- **Program repertoire is rarely communicated.**
  - Performers sometimes understand their responsibility at an intermediate level. *(COMMUNICATION / SHOWMANSHIP)*
  - The performers consistently offer communication and showmanship at an advance level. *(The Ensemble displays a full range of emotional believability that is consistently offered throughout the program in all elements)*

- **There is rarely an emotional range.**
  - Emotion is sometimes present at an intermediate level. *(EMOTION)*
  - The performers offer emotion frequently in portraying the visual program. *(There is present an impressive display of passion that consistently generates program effectiveness unattainable through repertoire alone for Open Class.)*

- **Intensity and spirit is rarely demonstrated.**
  - Commitment from the performers is sometimes inconsistent and lacking in confidence and intensity *(INVOLVEMENT / ENGAGEMENT)*
  - Performers frequently understand the role they undertake in projection program. Training is evident and can project intensity and spirit. *(The performers are fully engaged in character, role and identity and consistently involved at an advance level.)*

- **Performers rarely are involved or engaged musically.**
  - Character is sometimes present on an intermediate level of presentation. *(SUSTAINED CHARACTER / ROLE / IDENTITY)*
  - Character, role and identity are frequently present. *(The performers are fully engaged in character, role and identity and consistently involved at an advance level.)*

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