

SOCAL A.AA.AAA CLASSIFICATIONS

PURPOSE AND INTENDED PARTICIPANTS OF EACH CLASS			
JH/MS RA (typically scoring into low 70's)	JH/MS RAA / HS RA (typically scoring into low 80's)	JH/MS A / HS RAA (typically scoring from low 70's through box 5)	• RAAA (WGI A criteria with SOCAL A.AA show length)
• 100/100 scoring with 70/130 adjustment in tabulation for Movement and Equipment			• 70/130 scoring for Movement and Equipment
<ul style="list-style-type: none"> • Help JH/MS performers grow in the very elementary principles and efforts in handling equipment and movement. • Train for the excellent demonstration of principles essential at a beginning level. • Positive emerging competitive experience to develop entry-level skills in a supportive environment. • Priority is development of primary technical skills and the introduction of expression. • Show design and generation of effect are very much less important. • For the most novice JH/MS performers at the very nascent stages of training. • No more than ¼ of the total number of performers have <u>any</u> dance or guard experience . 	<ul style="list-style-type: none"> • Train for the excellent demonstration of principles essential at a beginning level. • Priority is development of primary technical skills and the introduction of expression. • Show design and generation of effect are very much less important. • JH/MS groups who have had some exposure but limited training. • JH/MS groups w/some new performers, but more than 25% with limited dance or color guard training. • Regional A group at entry level. 	<ul style="list-style-type: none"> • Somewhat more competitive than RA; still focused on the training and achievement of entry level skills but with more variety. • Design and thematic efforts play a more prominent role than in RA but are still at elementary levels. • JH/MS groups w/some new performers, but also a majority of returning performers who have had some previous exposure to dance and/or color guard. • JH/MS groups who have had moderate exposure and training, are developing performers for further competition beyond junior high school/middle school, who are feeder groups for existing competitive programs, or are developing individuals who aspire to national competition levels. • Regional A group, fairly comfortable with entry-level skills, expanding to more of the beginning skills associated with a class, but not ready for the demands of the RAAA / A class sheet. 	<ul style="list-style-type: none"> • Introduction to A class skills and programming but with a shorter show length. • HS groups who exceed the criteria for RAA but do not have the resources to compete in the A class. • HS groups who seek to explore A class responsibilities in 1 or more captions but are still developing skills in other captions.

**SOCAL A.AA.AAA CONTENT (WHAT) CRITERIA RANGES
DERIVED FROM AN IN-DEPTH STUDY OF WHAT SOCAL A.AA GROUPS OFFERED IN 2011**

EQUIPMENT VOCABULARY			
JH/MS RA (typically scoring into low 70's)	JH/MS RAA / HS RA (typically scoring into low 80's)	JH/MS A / HS RAA (typically scoring from low 70's through box 5)	• RAAA (WGI A criteria with SOCAL A.AA show length)
<ul style="list-style-type: none"> • Training & achievement of the most SIMPLE INTRODUCTORY SKILLS often through the use of props, small swing flags or other pieces of equipment, which can be handled through full arm moves/rotation - • Spins - • Angles - • Simple tosses from a stationary position no higher than a triple; limited variety of release/catch points - • Beginning carving/extensions - Limited dimensional work - • Some simple layering on movement - • Expressive dynamic efforts mostly time & weight - • Short phrases (16 to 24 counts) with much built in recovery time - 	<ul style="list-style-type: none"> • Expressive dynamic efforts mostly time & weight - • Tosses usually no higher than a triple, more variety of release/catch points, typically from a stationary position • Primarily short phrases, with apparent recovery time - • Beginning exploration of dimensionality & some layering of efforts - • Equipment & movement phrases to create dimensionality take place in a fixed position - • Simple exchanges - • Individual spotlight performers offer more advanced efforts - 	<ul style="list-style-type: none"> • Tosses display more variety of release/catch points; usually no higher than a quad - • More exploration of basic dimensionality, some layering on movement - • Phrase length primarily short with occasional longer phrases - • Recovery time is apparent - • Equipment & movement phrases to create dimensionality most often take place in a fixed position - • Carving/extensions - • Beginning multi-planal work - • Basic exchanges - • Individual spotlight performers offer more advanced efforts - 	<ul style="list-style-type: none"> • Expanded variety of tosses, carving/extensions, multi-planal work – • Some hand-to-hand, hand changes & ambidexterity– • Some work from different parts of the equipment – • Layering & longer phrases – • Fuller range of dynamic efforts • More complex exchanges -

MOVEMENT VOCABULARY

JH/MS RA (typically scoring into low 70's)	JH/MS RAA / HS RA (typically scoring into low 80's)	JH/MS A / HS RAA (typically scoring from low 70's through box 5)	• RAAA (WGI A criteria with SOCAL A.AA show length)
<ul style="list-style-type: none"> • Training & achievement of the most SIMPLE INTRODUCTORY SKILLS - • Traveling (walking, running) - • Simple turns - • Simple postural & gestural shaping - • Very little change in dynamic qualities - 	<ul style="list-style-type: none"> • Simple jumps, hops, leaps - • Simple moves into the ground - • Introductory drill/staging responsibilities - • Dynamic effort qualities mostly time, weight - • Simple movement or shaping layered with equipment - • Use of isolated body parts - • Moving from place to place with a good range of gestural qualities - • Examples of body awareness (posture, line, shape, weight) - • Occasional level changes around the body - • Individual spotlight performers offer more advanced efforts - 	<ul style="list-style-type: none"> • Expanding range of dynamic & expressive qualities - • Beginning torso & level changes - • Beginning changes in weight, time, space - • Variety of simple turns - • Basic moves into the ground - • Postural & gestural shaping - • Basic drill/staging responsibilities - • Movement or shaping layered with equipment. - 	<ul style="list-style-type: none"> • Expanded torso & level changes - • Expanded weight, time, space & expressive qualities - • Chasses & sautés in traveling - • Grand Jetes - • More varied moves into the ground – • Layering & longer phrases – • Broader drill/staging responsibilities – • Balance moves, turns on 1 leg, attitudes -

EA COMPOSITION

JH/MS RA (typically scoring into low 70's)	JH/MS RAA / HS RA (typically scoring into low 80's)	JH/MS A / HS RAA (typically scoring from low 70's through box 5)	• RAAA (WGI A criteria with SOCAL A.AA show length)
<ul style="list-style-type: none"> • Introductory composition - • Musical structure reflected by obvious melodic line, phrasing & meter - • Introductory artistic effort - • Introductory use of design elements - • Elements presented singularly, only rarely presented two at a time - 	<ul style="list-style-type: none"> • Correct basics of composition - • Logic & presentation with good connections & flow from one single idea to the next - • Beginning artistic effort - • Clear staging of elements - • Logical progression of ideas (horizontal orchestration) - • Basic use of design elements - • Elements most often presented singularly & occasionally presented two at a time - • Excellence priorities: definition of forms, timing /accuracy of equipment & movement, pulse, in-step, consistent step offs & builds to new sets - 	<ul style="list-style-type: none"> • More developed program with skills demonstrated more frequently - • Increasing use of two elements of the triad simultaneously with occasional use of all three - • Logical design of events, with emphasis on elements of balance, space, line, texture, shape - • Musical structure reflected by obvious melodic line, phrasing, meter, with some dynamics - 	<ul style="list-style-type: none"> • Exploration of basic principles of the fusion of triad options, blending of basic skills - • Reflection of the musical structure will show melodic line, phrasing, meter, tempo, dynamics & some rhythm - • Some longer & more layered phrases - • Excellence focused on clarity & readability, timing & accuracy, ensemble cohesiveness, & qualities of expressive dynamics -

GE REPERTOIRE

JH/MS RA (typically scoring into low 70's)	JH/MS RAA / HS RA (typically scoring into low 80's)	JH/MS A / HS RAA (typically scoring from low 70's through box 5)	• RAAA (WGI A criteria with SOCAL A.AA show length)
<ul style="list-style-type: none"> • Production value achieved through soundtrack, simple color/costume &/or very simple props - • Introductory level design & performance skills/achievement - • Single efforts & simple responsibilities presented one at a time - • Effect generated largely through one character/role, with minimal changes - 	<ul style="list-style-type: none"> • Beginning level design & performance skills/achievement - • Basic production value achieved through soundtrack, color &/or simple props/set/floor - • A charming program concept performed with very beginning skills could make GE the strongest caption - • Concept & intent show basic development – • Single efforts & simple responsibilities - • Occasional layering of simple skills & combining of simple effect tools - • Ideas move successfully from one to another - • Basic performer role & character are evident - 	<ul style="list-style-type: none"> • Production value created through soundtrack, color/costumes, basic set & floor design - • Clear program concept shows basic development and some artistic effort - • Imagination most often seen in the uniqueness of the program concept - • A variety of methods of creating effect - • Planned effects & impact points paced at a basic level - • Performers have recognizable identity; role, character & emotional development is more developed but at a basic level with minimal changes - 	<ul style="list-style-type: none"> • Imaginative program with sound, logical design setting achievable performance standards - • Concept & intent are clear, consistent, show a greater use of artistic effort & are moderately developed - • Planned effects paced at basic level, with logical flow, continuity & coordination of ideas, impact points & resolutions - • Performers can relate to sound track, understand & reflect the musical mood & intent – • Characterization is more developed & with occasional exploration of changes in the emotional character -