

Date/Event \_\_\_\_\_

Division \_\_\_\_\_

Judge's Signature \_\_\_\_\_

**JAZZ:** Movement technique often using a parallel leg rotation and a lower center of gravity. Movement style may show extension, balance isolation, weight change, turns, jumps, leaps, and floor work. Choreography will demonstrate musicality, variety of movement quality, and structured technique.

JAZZ:	300 PTS.	30 - 39	40 - 59	60 - 79	80 - 94	95 - 100
<b>TECHNIQUE</b> 100 pts Proper achievement of body alignment, centering, balance, and gesture.	Demonstration of technique is <b>not evident</b> . Methods reflect a <b>lack</b> of physical and mental development. Individuals show <b>no uniformity</b> in body alignment, centering, balance, and gesture. Construction displays simple/singular demand upon the performer.	Demonstration of technique is <b>sporadic</b> . Methods reflect a <b>small</b> degree of physical and mental development. Individuals show <b>occasional</b> sense of body alignment, centering, balance, and gesture. Construction displays basic/singular demand upon the performer.	Demonstration of technique is <b>moderate</b> . Methods reflect a <b>good</b> degree of physical and mental development. Individuals show <b>adequate</b> understanding of body alignment, centering, balance, and gesture. Construction displays <b>moderate/compound</b> demand upon the performer.	Demonstration of technique is <b>well defined</b> . Methods reflect a <b>high</b> degree of physical and mental development. Individuals show a <b>strong</b> understanding of body alignment, centering, balance, and gesture. Construction displays <b>intricate/multiple</b> demand upon the performer. Demonstration of style and expressive gradations of space, time, weight and flow are <b>consistently</b> displayed through individual responsibilities. Phrases <b>may be</b> longer and <b>involve</b> more complex combinations as well as <b>mixed/complex</b> sets of counts. The choreography <b>frequently</b> displays multiple tasks, usually reflecting most of the aspects of the audio (direct) and/or occasionally exploring realms independent of the audio (indirect). Performers display <b>consistent</b> involvement in creating appeal and emotion. Communication between performer and audience conveys an <b>intended</b> mood and/or character. Performers display a <b>strong</b> understanding of their roles.	Demonstration of technique is <b>well defined</b> . Methods reflect a <b>high</b> degree of physical and mental development. Individuals show a <b>strong</b> understanding of body alignment, centering, balance, and gesture. Construction displays <b>intricate/multiple</b> demand upon the performer. Demonstration of style and expressive gradations of space, time, weight and flow are <b>consistently</b> displayed through individual responsibilities. Phrases <b>may be</b> longer and <b>involve</b> more complex combinations as well as <b>mixed/complex</b> sets of counts. The choreography <b>frequently</b> displays multiple tasks, usually reflecting most of the aspects of the audio (direct) and/or occasionally exploring realms independent of the audio (indirect). Performers display <b>consistent</b> involvement in creating appeal and emotion. Communication between performer and audience conveys an <b>intended</b> mood and/or character. Performers display a <b>strong</b> understanding of their roles.	Demonstration of technique is <b>distinct and clear</b> . Methods reflect the <b>highest</b> degree of physical and mental development. Individuals show a <b>refined and technical</b> understanding of body alignment, centering, balance, and gesture. Construction displays <b>complex/multiple</b> demand upon the performer. Demonstration of style and expressive gradations of space, time, weight and flow are <b>standard setting</b> through individual responsibilities. Phrases are <b>full</b> and <b>challenge</b> the performer with <b>complex</b> and <b>varied</b> combinations both in body and counts. The choreography, direct and/or indirect, is <b>diverse</b> and <b>challenging</b> ; <b>consistently</b> displaying multiple tasks, and is a <b>total</b> and <b>elevated</b> reflection of the audio. Performers display <b>maximum</b> levels of appeal and emotion. Communication between performer and audience <b>continuously</b> conveys the <b>intended</b> mood and /or character. Performers display <b>superb</b> understanding of their roles.
<b>CHOREOGRAPHY</b> 100 pts Creative use of the individual body and/or props/sets (if used) using rhythm, line, and space in conjunction with variety, complexity and style.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>not apparent</b> through individual responsibilities. Phrasing is <b>not noticeable</b> . The choreography is very <b>limited and specific</b> while displaying a relationship <b>only</b> to the primary beat of the audio with <b>no relationship</b> to the melody. Performers display <b>lack</b> of involvement in creating appeal and emotion. Fear and insecurity <b>interrupt</b> any ability to communicate with the audience thus mood and/or character is <b>never</b> established. Performers display <b>no understanding</b> of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>beginning</b> to be displayed through individual responsibilities. Phrasing is <b>short</b> and <b>sporadic</b> and is set to <b>simple/repeated</b> counts. The choreography is <b>elementary</b> while still relating to the <b>primary beat</b> and <b>occasionally relating</b> to the basic melody of the audio. Performers display a <b>lack</b> of involvement in creating appeal and emotion. Fear and insecurity <b>interrupt</b> any ability to communicate with the audience thus mood and/or character is <b>never</b> established. Performers display <b>no understanding</b> of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>moderately</b> displayed through individual responsibilities. Phrases are <b>fuller</b> and <b>explore</b> multiple combinations while still set to <b>simple/repeated</b> counts. The choreography <b>occasionally</b> attempts multiple tasks while <b>beginning</b> to explore various aspects of the audio not related to the primary beat and melody. Performers display <b>moderate</b> involvement in creating appeal and emotion. Communication between performer and audience conveys a <b>clear</b> and <b>apparent</b> mood and/or character. Performers display a <b>moderate</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>moderately</b> displayed through individual responsibilities. Phrases are <b>fuller</b> and <b>explore</b> multiple combinations while still set to <b>simple/repeated</b> counts. The choreography <b>occasionally</b> attempts multiple tasks while <b>beginning</b> to explore various aspects of the audio not related to the primary beat and melody. Performers display <b>moderate</b> involvement in creating appeal and emotion. Communication between performer and audience conveys a <b>clear</b> and <b>apparent</b> mood and/or character. Performers display a <b>moderate</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>consistently</b> displayed through individual responsibilities. Phrases <b>may be</b> longer and <b>involve</b> more complex combinations as well as <b>mixed/complex</b> sets of counts. The choreography <b>frequently</b> displays multiple tasks, usually reflecting most of the aspects of the audio (direct) and/or occasionally exploring realms independent of the audio (indirect). Performers display <b>consistent</b> involvement in creating appeal and emotion. Communication between performer and audience conveys an <b>intended</b> mood and/or character. Performers display a <b>strong</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>standard setting</b> through individual responsibilities. Phrases are <b>full</b> and <b>challenge</b> the performer with <b>complex</b> and <b>varied</b> combinations both in body and counts. The choreography, direct and/or indirect, is <b>diverse</b> and <b>challenging</b> ; <b>consistently</b> displaying multiple tasks, and is a <b>total</b> and <b>elevated</b> reflection of the audio. Performers display <b>maximum</b> levels of appeal and emotion. Communication between performer and audience <b>continuously</b> conveys the <b>intended</b> mood and /or character. Performers display <b>superb</b> understanding of their roles.
<b>PROJECTION</b> 100 pts Effective communication that evokes emotional response.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>not apparent</b> through individual responsibilities. Phrasing is <b>not noticeable</b> . The choreography is very <b>limited and specific</b> while displaying a relationship <b>only</b> to the primary beat of the audio with <b>no relationship</b> to the melody. Performers display <b>lack</b> of involvement in creating appeal and emotion. Fear and insecurity <b>interrupt</b> any ability to communicate with the audience thus mood and/or character is <b>never</b> established. Performers display <b>no understanding</b> of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>beginning</b> to be displayed through individual responsibilities. Phrasing is <b>short</b> and <b>sporadic</b> and is set to <b>simple/repeated</b> counts. The choreography is <b>elementary</b> while still relating to the <b>primary beat</b> and <b>occasionally relating</b> to the basic melody of the audio. Performers display a <b>lack</b> of involvement in creating appeal and emotion. Fear and insecurity <b>interrupt</b> any ability to communicate with the audience thus mood and/or character is <b>never</b> established. Performers display <b>no understanding</b> of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>moderately</b> displayed through individual responsibilities. Phrases are <b>fuller</b> and <b>explore</b> multiple combinations while still set to <b>simple/repeated</b> counts. The choreography <b>occasionally</b> attempts multiple tasks while <b>beginning</b> to explore various aspects of the audio not related to the primary beat and melody. Performers display <b>moderate</b> involvement in creating appeal and emotion. Communication between performer and audience conveys a <b>clear</b> and <b>apparent</b> mood and/or character. Performers display a <b>moderate</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>moderately</b> displayed through individual responsibilities. Phrases are <b>fuller</b> and <b>explore</b> multiple combinations while still set to <b>simple/repeated</b> counts. The choreography <b>occasionally</b> attempts multiple tasks while <b>beginning</b> to explore various aspects of the audio not related to the primary beat and melody. Performers display <b>moderate</b> involvement in creating appeal and emotion. Communication between performer and audience conveys a <b>clear</b> and <b>apparent</b> mood and/or character. Performers display a <b>moderate</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>consistently</b> displayed through individual responsibilities. Phrases <b>may be</b> longer and <b>involve</b> more complex combinations as well as <b>mixed/complex</b> sets of counts. The choreography <b>frequently</b> displays multiple tasks, usually reflecting most of the aspects of the audio (direct) and/or occasionally exploring realms independent of the audio (indirect). Performers display <b>consistent</b> involvement in creating appeal and emotion. Communication between performer and audience conveys an <b>intended</b> mood and/or character. Performers display a <b>strong</b> understanding of their roles.	Demonstration of style and expressive gradations of space, time, weight and flow are <b>standard setting</b> through individual responsibilities. Phrases are <b>full</b> and <b>challenge</b> the performer with <b>complex</b> and <b>varied</b> combinations both in body and counts. The choreography, direct and/or indirect, is <b>diverse</b> and <b>challenging</b> ; <b>consistently</b> displaying multiple tasks, and is a <b>total</b> and <b>elevated</b> reflection of the audio. Performers display <b>maximum</b> levels of appeal and emotion. Communication between performer and audience <b>continuously</b> conveys the <b>intended</b> mood and /or character. Performers display <b>superb</b> understanding of their roles.
Technique 100 pts						
Choreography 100 pts						
Projection 100 pts						
Total Points 300 pts						
Score (pts ÷ 3)						
Ordinals						