



1ST THINGS 1ST RESOURCES FOR CHARACTER, ROLE, IDENTITY, AND STYLE



<u>RMCGA/WGI*</u>	<u>CBA*</u>
<p><i>Performance Effect</i> - Bring the show to life! One of the areas GE judges consider is character, role, and identity as well as the nuance, detail, and artistic qualities (style).</p> <ul style="list-style-type: none"> ● Sustain moods inherent to the program by investing and committing to the emotional journey ● Showcase believability and connection to the role ● Demonstrate theater techniques and skills layered onto choreography ● Share the experience of the performance and be accessible to the audience <p><i>*Adapted from the 2022 WGI Color Guard Adjudication Manual and Rulebook, page 22-23.</i></p>	<p><i>Considerations in Effectiveness of the Performer</i> - What is unique about the show and makes us want to see it again? Visual GE judges consider how well performers communicate all the information, detail, and nuance which was written into the program Repertoire.</p> <ul style="list-style-type: none"> ● Display an effective level of communication and engagement with the audience ● Communicate confidence and expression through music ● Present the roles and responsibilities of the students ● Exhibit an appropriate level of emotional intensity throughout <p><i>*Adapted from the CBA Visual Effect Judge's Sheet for 2022</i></p>

<p>Character: the personality or part which an actor recreates</p>	<p>Role: a function or part performed especially in a particular operation or process</p>
<p>Identity: the distinguishing character or personality of an individual</p>	<p>Style: a particular manner or technique by which something is done, created, or performed</p>

Video: [Klein Oak HS - 2017 SA WGI Champions](#)

Improvisation Activities to Improve Performance

1. *The Dynamic Grid* - Divide your tarp or practice area into halves or quadrants with an invisible line. Instruct performers as to what character/role/identity/style they should portray in each section – the more different, the better! Put on some neutral music and let the performers explore and interpret the differences. It can also be helpful to have them watch one another. For example, I could pretend I am being tossed gently by a water current in one quadrant and I'm a cat in another.
2. *Walk and Role* - In a space with plenty of room to move, instruct performers to pedestrian walk in tempo with a song for 8 to 16 counts. After 8 to 16 counts, have the performers assume a particular role in the way they move for the next 8 to 16 counts. This can be as simple as melting toward the ground or more complex like scraping insects off your body or pretending to be a spy. To keep things interesting, you can change the "role" during the activity by calling out instructions as the students walk. This is also a great way for students to practice keeping their feet in time with music and getting their blood flowing! Students will alternate between walking and "roleing" every 8 to 16 counts.
3. *The Improv Leapfrog* - In an across-the-floor or technique block, performers work in pairs to move to the other side of the area, playing with the space around their partner to motivate their movement. Performers should alternate in their pairs between moving and freezing every 8/16 counts. Once performers have the hang of it, make things more interesting by assigning a relationship between the partners, like inspecting their partner as if they were trying to find different ways to photograph them.
4. *Paint Me a Picture* - Have your group stand in a large circle with plenty of space between students and to move on the inside. Go around the circle and have a student call out the title of the human sculpture that their peers are about to create. The next small group of students (3-5) will then be tasked with creating that artwork by building off one another.

Counting off every 8/16, each performer will have that time to assume a pose reflecting the title before the next performer begins to add on.