Style is one of the three scored components at competition

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What Exactly Is Style?

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Style is …

… the elaboration of the long-term problem solution

… the "special things" that makes the team's performance unique

… a way for the team to showcase what they are particularly excited about or proud of;

… demonstrates their special strengths and talents;

… is the expression of their creativity

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Style Categories

There are 5 Categories for Style:

3 Mandatory Categories that are included in each long-term problem, including Primary.

2 Categories marked {free choice of team}, meaning that the team will choose what they want to be scored on and will specify it in their form

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{Free choice of Team}

❖ The team choose what elements to be scored on and specifies it on the Style form.

❖ No double-dipping with elements already scored in section D of the long-term problem

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Category 5

❖ "Overall effect of the four Style elements in the performance".

❖ Indicates that your style should be integrated, and all style elements should reinforce each other.

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How is Style scored?

❖ Each Style Category is worth 10 points for a total of 50 possible Style points.

❖ Teams present their Style Form to the Staging Judge with their paperwork.

❖ Be VERY specific about what the team wants to have scored.

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Style elements

:

❖ Membership Sign
❖ Appearance of Character(s)
❖ Dialogue
❖ Narration
❖ Props
❖ Acting
❖ Lighting
❖ Original Poetry
❖ Environment
❖ Smell
❖ Mime

❖ Movements
❖ Use of Color
❖ Playbill
❖ Artwork
❖ Interaction between people
❖ An Original Effect!
❖ Surprise effect!
❖ Humor
❖ Creative use of materials
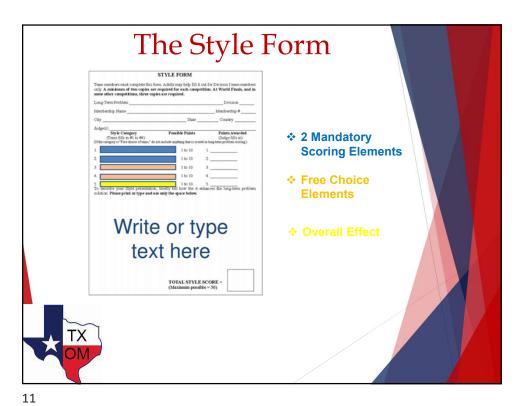❖ Choreography

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Style elements…

❖ **Examples of style categories from past problems**
  • Appearance of a team member (vehicle, etc.)
  • Creative use of materials in one costume
  • Effectiveness of the warning sound
  • Visual quality of one costume
  • Creativity of how the complete (balsa) structure is presented
  • Creativity of one prop (costume etc.)
  • Artistic quality of a costume (prop, backdrop, membership sign, etc.)
  • Performance of one character other than the person scored in the LT problem
  • Use of music/ humor/ rhyming/ color/ lighting
  • Nonverbal performance (mime)
  • Special effects; sound effects; songs; choreography
  • Can be a "big" element (e.g., performance of a main character throughout) or "small" (e.g., artistic quality of the decorations on one character's hat)

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Style elements…

"What does this mean…?"

❖ "**Appearance**" = artistic quality and originality; how it adds to the overall performance; is there a theme? how something looks; design; details; resembles what it is supposed to be.

❖ "**Visual quality**" = resembles what it is supposed to be; artistic detail and skill.

❖ "**Creativity**" = cleverness; different from anything else the judge has seen; totally unexpected; originality; unusual use of materials.

❖ "**Effectiveness**" = how well the element contributes to the overall performance.

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The Style Form

❖ **2 Mandatory Scoring Elements**

❖ **Free Choice Elements**

❖ **Overall Effect**

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Exercise in Style

❖ The Long-Term problem is to **come up with a birthday present**.

❖ Regarding Style (Category 1 on the Style Scoresheet), instead of using the box that came with the gift, you choose to make a box. You do a really good job and are rewarded with a good score…

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Exercise in Style

❖ Every box needs wrapping paper (Category 2). Again, instead of store-bought wrapping paper, you create your own. It's difficult and it's hard to compete with a manufactured product, but you're proud of the result. However, you're rewarded with only an average score.

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Exercise in Style

❖ Every wrapped gift needs a bow (Category 3). You create a bow, though difficult again, and are rewarded with an average score.

❖ Well, finally you require a birthday card for the gift (Category 4). You create a good, interesting card, decorate it with chrome washers and paper clips, but are rewarded with only a modest score.

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Exercise in Style

❖ Now, it turns out your gift is a Barbie doll for a 5-year old girl. Your efforts toward the first 4 style elements are terrific, but what do they do for overall effect (Category 5)?

❖ What does a 5-year-old really care about what you've done?

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Exercise in Style

❖ In truth, likely very little, as most 5-year-olds are going to cast the card aside, tear off the bow, tear open the wrapping paper, and rip open the box. Yes, they'll be ecstatic over the Barbie doll, but the first 4 style elements are lost to the 5-year-old and thus the overall effect is low.

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Exercise in Style

So what went wrong or what could have been done better?

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Exercise in Style

Suppose the box were created in such a way that it could become a doll house. Suppose the wrapping paper could become wallpaper in the doll house. Suppose the bow could become curtain ties in the Living Room and Kitchen. Suppose instead of decorating the birthday card with chrome washers you used rhinestones which become jewelry to Barbie.

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Exercise in Style

Now how do these very creative items enhance the overall effect of the gift? Unlike before, the 5-year-old girl embraces each of the style elements. They dramatically alter the perception and impressions of the gift to the child. As a result, the overall effect of the first 4 items produces a much-improved score for category 5. They (the first 4 categories) are also likely to each receive a higher score than the originally presented style elements.

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