



**An Tir Embellishers' Guild
Challenge Coordinator Packet**

Greetings!

Thank you so much for coordinating a Guild challenge! This packet contains the basic information and paperwork you need to host a challenge. If you come across any questions that aren't covered here, please reach out on the Facebook group or in Messenger. You can also email at embellishers.guild@antir.org.

Thank you again for hosting a challenge and helping the Guild grow!

Yours In Service,

HL Giana Visconti
Guild Minister, An Tir Embellishers' Guild

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How to Coordinate a Guild Challenge

Overview:

Coordinating a guild challenge is mostly a matter of coordinating schedules and managing people. Your primary job is to consult with the event steward for the event you will host challenges at and plan for when and where the challenges will happen. Once you have arranged to have challenges at an event, spread the word so you will have challengers. You will also need to find **evaluators** for each challenger (three is best, but you can get by with two if necessary). You will want to **schedule time slots** for each challenger; a **15-minute** slot is usually fine, although if you have someone challenging at one of the higher levels they may need more time. During the event, you will need to make sure the challenges don't go over their allotted time. **Remember that evaluators need 5 to 10 minutes to consult as well.**

Why we challenge:

- To help members attain ranks within the guild
- To encourage interest in the guild.
- To share knowledge, information, and enjoyment of our various forms of embellishment

Challengers:

- Challengers must be Guild members (they can fill out a form at the time they are challenging)
- If possible, have challengers sign up for challenges before the event to make setting up the schedule easier
- Challengers should keep track of their own challenge information including when they challenges, what pieces and forms they challenged with, and what rank was achieved

Evaluators:

- Evaluators can be current or former guild ministers, laurels in the embellishment form being challenges or something related, guild members who have achieved the same or higher level than that being challenged, or other knowledgeable people
- Evaluators need to be approved by the guild minister or one of the guild officers (if something happens and a last minute change must be made, we can discuss it after the event if needed, although this is not ideal)

- There should be three (3) evaluators if possible, although two (2) is allowable if it can't be helped

Checklist for Running a Guild Challenge

- Coordinate with event steward to arrange a time and location for the challenge during an event
- There should be a quiet area for the challengers and evaluators to sit together and discuss the work being presented
- Spread the word so people know challenges are happening; encourage signing up for challenges ahead of time
- Print some membership forms to have with you; you might also want a few of the guideline forms included here with you, but that is at your discretion
- Print the challenge summary form (you may need to print at least two depending on how many challengers you are having)
- Arrange for evaluators; do this ahead of time if possible (you can ask people who are experts in some of the most popular categories such as embroidery forms and weaving)
- Make sure challengers are guild members (they can fill out a form on site if they need to)
- Keep track of time and make sure challenges don't run past their allotted time
- Make sure all challenges are recorded on the appropriate forms and turned in to the guild minister after your event (scanned and sent digitally or mailed depending on your preference)
- Remind challengers that they should keep track of their own challenge information such as what pieces and forms they challenged, the date, and the level achieved (there is a form on the guild website they can use for this, or they can use their own preferred record keeping)

Challenge Format

1. Challenger is introduced to the evaluators by the challenge coordinator with a reminder about the time allotment
2. The challenger presents and explains their work to the evaluators
3. Evaluators ask clarifying questions
4. When time is up, the challenge coordinator asks the challenger go to another location so the evaluators can confer and fill out the evaluator forms
5. When the evaluators have made a decision (encourage them to take around 5 minutes), the challenger is called back to hear their results
6. Evaluators give their forms to the challenge coordinator
7. The information including results is entered by the challenge coordinator on the challenge summary form to be sent to the guild minister after the challenges

An Tir Embellishers' Guild Membership Form

Date: _____

SCA Name: _____

SCA Branch: _____

Modern Name: _____

E-mail: _____

Address: _____

City: _____ **State/Province:** _____ **Zip Code:** _____

Embellishment Interests:

Challenge Summary

Challenge Organizer: _____

Event: _____

Date: _____

Challenger			
Item Description and Form			
Evaluators (SCA Names)			
Proficiency Level Challenged			
Proficiency Level Achieved			
Comments			

Embellishers' Guild Challenge Results

Challenger:	Modern Name:
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Date:	Form:	Overall Proficiency Level:
Item Description:		

Evaluator:	Proficiency Level Awarded:
Comments:	

Evaluator:	Proficiency Level Awarded:
Comments:	

Evaluator:	Proficiency Level Awarded:
Comments:	

Note: Comment spaces do not have to be filled. It is expected the evaluators will discuss the results with the challenger in person if the challenger did not pass at proficiency level attempted.

Embellishers' Guild of An Tir Guidelines

"It needs a little something"

The mission of the Embellishers' Guild of An Tir is to encourage the practice and teaching of all forms of period embellishment among our members. We encourage learning new techniques, improving our work, and sharing our work and knowledge throughout the Kingdom. We adorn the unadorned.

Additional information is available on the Guild website: <https://embellishers.antir.org/>

Guild Officers:

- Kingdom Guild Minister
- Challenge Deputies
- Web Team

What We Do in the Guild

- **Challenges** – We hold challenges where members present their work to a panel of evaluators to advance through the levels of Guild membership (see below for membership ranks and challenge requirements).
- **Classes** – Members teach selected forms of embellishment at events throughout the Kingdom and/or online.
- **Displays** – We often display our work at Kingdom events where Arts & Sciences displays are present.
- **Largesse projects** – We participate in group projects to create largesse for the Kingdom and branches within the Kingdom.

What Is Embellishment?

Embellishment is the practice of adding decoration to objects.

Forms of Embellishment:

Note: These are the most frequently represented categories of embellishment. There are many varieties of work under each category. This is not an exhaustive list. Please see the Guild website for a detailed list. If you practice or are interested in an embellishment form not on this list, please let us know about it so we can add it.

Categories of Embellishment:

- Embroidery (freehand, counted thread, couching, etc.)
- Fabric and Fiber (appliqué, inkle and card weaving, smocking, etc.)
- Metal (etching, repoussé, casting, etc.)
- Leather (tooling, painting, etc.)
- Wood (carving, painting, etc.)
- Pottery (etching, glazing, stamping, etc.)
- Glass (painting, etc.)
- Stones/Gems (carving, etc.)
- Bone and Horn (carving, etc.)

Guild Ranks

To achieve ranks in the Guild you must participate in challenges and meet proficiency and teaching criteria. See the Guild website for detailed information on rank requirements and how to participate in challenges.

Ranks:

- Junior Student
- Senior Student
- Journeyman
- Junior Craftsman
- Senior Craftsman
- Artisan
 - Second Degree Artisan, Third Degree Artisan, etc.

Overview of Rank Requirements

Achievement of a rank entails creating a number of items at proficiency levels required for each rank as detailed below.

		Proficiency Level				Total	Class or equivalent taught
		Basic	Competent	Skilled	Expert		
R A N K	Junior Student	1				1	
	Senior Student	1	1			2	
	Journeyman	2	2			4	1 class
	Junior Craftsman	2	3			5	1 class
	Senior Craftsman	1	2	2		5	2 classes
	Artisan		2	2	1	5	3 classes

	Second Degree Artisan, etc.				1		1 class

Guild Proficiency Levels

Proficiency levels are a measure of the skill and knowledge involved in creating a challenge entry. Details for each proficiency level can be found on the Guild website. Proficiency levels advance through stages from beginner to expert both in skill and knowledge.

Proficiency Levels:

- Basic – beginner; has learned a skill well enough to attempt reproducing it;
- Competent – has completed a project using the skills or techniques in a manner that makes the item usable and aesthetically accurate;
- Skilled – has completed a project using the skills or techniques with few mistakes, and has demonstrated knowledge of the history and period usage of the techniques;
- Expert – has completed a project using as close to accurate period skills, materials, and techniques as feasible with few or no noticeable mistakes. Challenger should be able to demonstrate comprehensive knowledge of the history and period usage of the technique.

Proficiency Level Criteria

I. Basic:

- A. Skill Level:
 - a. Demonstrate a basic understanding of the work.
 - b. Most mistakes should be recognized by the challenger and understood for future correction.
- B. Complexity:
 - a. Should demonstrate main concepts of the chosen form of embellishment.
- C. Completion Level:
 - a. May be an unfinished work or a work in progress if the sample is sufficiently large to demonstrate ability.
- D. Documentation:
 - a. Oral or written documentation (or combination) is accepted.
 - b. Should include name of embellishment form.
 - c. Should briefly explain how to do it.

II. Competent:

- A. Skill Level:
 - a. Demonstrate a good understanding of the work.
 - b. Mistakes should be few and of minor impact.
- B. Complexity:
 - a. Should be a big enough piece to show ability with the embellishment form
 - b. Where appropriate, should include some variation within the basic form.
- C. Completion Level:
 - a. Must be a finished and usable work (i.e. on a garment or on a completed project).
- D. Documentation:
 - a. Oral or written documentation (or combination) is accepted although written is preferred.
 - b. Should include examples of the embellishment form, and when and where the form was found in period. This can be a printout from a book, document, or museum website.
 - c. Should briefly explain how piece was created it.
 - d. Should explain any differences or changes made from the original materials or methods of working (i.e. "The original used silk thread but I used cotton embroidery floss because that's what I had available.").

III. Skilled:

- A. Skill Level:
 - a. Demonstrate a thorough understanding of the work.
 - b. Mistakes should not be easily noticed, and challenger should be aware of them.
- B. Complexity:
 - a. Should be a large enough piece to show ability with the embellishment form and,
 - b. Where appropriate, include variations of the form.

C. Completion Level:

- a. Must be a finished and usable work (i.e. on a garment or on a completed project).

D. Documentation:

- a. Written documentation is required (2+ pages not including photos/source list)..
- b. The challenger must have used a minimum of two (2) different primary sources for each aspect of the form. These sources should be 'primary' in that they are actual extant examples of the form from period.
- c. Should include basic information about what the piece is based on including when and where it's from.
- d. Should include how the piece was created.
- e. Should explain any differences or changes made from the original materials or methods of working (i.e. "I used a modern foil-wrapped thread instead of real gold thread due to the current availability of the latter").
- f. A bibliography or list of sources should be included. This does not need to be in any formal style but should include information on author, title, and date of publication; websites should include website address and date accessed.
- g. Photos are recommended.

IV. Expert:

A. Skill Level:

- a. Demonstrate a complete knowledge of the work.
- b. If there are mistakes, the evaluators should be very hard pressed to find them.

B. Complexity:

- a. The work must be authentic in concept and execution.
- b. Must be a large enough piece to show ability and demonstrate the various aspects of the embellishment form.

C. Completion Level:

- a. Must be a finished and usable work (i.e. on a garment or on a completed project).

D. Documentation:

- a. Extensive written documentation is required (3+ pages not including photos/source list).
- b. Should mostly use primary sources. Where primary sources are not available, secondary sources and extrapolations may be considered.
- c. Should prove the authenticity of style, concept, execution, and materials of the form. It should explain the parameters of the form in period, including materials (e.g. types of fabric, thread, wood, metal, etc.), tools, and methods of construction.
- d. Should effectively defend any differences or changes made from the original methods of working (i.e. "I used a modern foil-wrapped thread instead of real gold thread due to the current availability of the latter").
- e. A bibliography or list of sources should be included.
- f. Photos are recommended .

An Tir Embellishers' Guild Documentation Guide

What Is Documentation?

- Documentation is your proof that an item and/or technique was used in period
- Documentation gives information about:
 - where and when it would have been used
 - what materials it would have been made from
 - how an item would have been made in period
 - how it would have been used
- Documentation lists sources you used to learn about and create your project

What should be included in documentation?

- Your name
- Name of/type of piece
- Period information (when and where it was used, how, etc.)
- Period examples (images from books, websites, museums)
- Materials and techniques that would have been used in period
- Materials used
- How your materials and techniques differed and why (if you need to change any materials and techniques used)
- Resource list (websites for images, books and articles, etc.)