

# Musical Events



Student(s): \_\_\_\_\_ School: \_\_\_\_\_

Selection: \_\_\_\_\_ Troupe: \_\_\_\_\_

Solo \_\_\_\_\_ Duet \_\_\_\_\_ Group \_\_\_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Acting Transitions</b> Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.</p> <p><b>Comment:</b></p>	<p><b>Clear articulation</b> of name and selection; <b>intuitive transition</b> into and between characters, <b>distinctive final moment and transition</b> out of character into exit.</p>	<p><b>Clear articulation</b> of name and selection; <b>recognizable transition</b> into and between characters, final moment and into exit.</p>	<p><b>Moderately clear articulation</b> of name and selection; transition into and between characters and/or final moment <b>may or may not be present.</b></p>	<p><b>Unclear articulation</b> of name and selection; <b>transitions</b> into and between characters and/or final moment are <b>not evident.</b></p>	
<p><b>Characterization</b> Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).</p> <p><b>Comment:</b></p>	<p>Character is <b>consistently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective prompt intuitive reactions to real or implied partner(s).</p>	<p>Character is <b>frequently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt identifiable reactions</b> to real or implied partner(s).</p>	<p>Character is <b>infrequently</b> emotionally and physically believable; <b>choices and tactics</b> toward an objective prompt some reactions to real or implied partner(s).</p>	<p>Character is <b>rarely</b> emotionally and physically believable; <b>choices, tactics, objectives</b> and a relationship to a real or implied partner(s) are <b>not evident.</b></p>	
<p><b>Singing Technique</b> Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.</p> <p><b>Comment:</b></p>	<p><b>Consistently</b> on pitch, <b>appropriate</b> articulation and pace, <b>precise</b> rhythm and varied projection, with <b>skillful phrasing</b> and <b>strong</b> mechanical skills demonstrated by breath support and control, tone and placement, and use of ranges; <b>always</b> follows the score.</p>	<p><b>Frequently</b> on pitch with <b>appropriate</b> articulation, pace, rhythm, projection, breath support and control; <b>follows</b> the score.</p>	<p><b>Infrequently</b> on pitch with <b>inconsistent</b> articulation, pace, rhythm, projection, breath support and control; <b>usually</b> follows the score.</p>	<p><b>Rarely</b> on pitch with <b>limited</b> articulation, pace, rhythm, projection, breath support and control; <b>frequently deviates</b> from the score.</p>	
<p><b>Singing Expression</b> Musical expression that communicates and reflects the character's emotions and subtext.</p> <p><b>Comment:</b></p>	<p><b>Intuitively integrates</b> voice, lyrics, and music to <b>truthfully communicate</b> and portray a <b>believable</b> character through emotions and subtext.</p>	<p><b>Integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a <b>believable</b> character through emotions and subtext.</p>	<p><b>Inconsistently integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.</p>	<p><b>Rarely integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.</p>	

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Movement &amp; Dance</b> Gestures facial expressions, blocking, and movement/dance that communicate the character's emotions and subtext.</p> <p><b>Comment:</b></p>	<p>Gestures and facial expressions <b>consistently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.</p>	<p>Gestures and facial expressions <b>frequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.</p>	<p>Gestures and facial expressions <b>infrequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance <b>generally reflect</b> the character's emotion and subtext.</p>	<p>Gestures and facial expressions are <b>limited or absent and rarely communicate</b> appropriate character emotions and their meanings; blocking and movement/dance <b>does not reflect</b> the character's emotion and subtext.</p>	
<p><b>Execution</b> Concentration and commitment to moment-to-moment choices; integration of voice, body, and acting technique to create a believable character/relationship that tells a story.</p> <p><b>Comment:</b></p>	<p>Concentration and commitment to moment-to-moment choices are <b>sustained throughout the performance</b>; integration of singing, movement/dancing, and acting <b>create a believable character/relationship</b> that tells a story.</p>	<p>Concentration and commitment to moment-to-moment choices are <b>sustained throughout most of the performance</b>; integration of singing, movement/dancing, and acting <b>frequently create a believable character/relationship</b> that tells a story.</p>	<p>Concentration and commitment to moment-to-moment choices are <b>inconsistently sustained</b>; integration of singing, movement/dancing and acting <b>occasionally create a believable character/relationship</b> that tells a story.</p>	<p>Concentration and commitment to moment-to-moment choices are <b>limited or absent</b>; singing, movement/dancing, and acting are <b>rarely integrated to create a believable character/relationship</b> that tells a story.</p>	
<p><b>RATING</b> (Please circle)</p>	<p><b>4   Superior</b> (24-21)</p>	<p><b>3   Excellent</b> (20-15)</p>	<p><b>2   Good</b> (14-9)</p>	<p><b>1   Fair</b> ( 8-6)</p>	<p><b>TOTAL</b></p>

Judge's name (Please print)

Judge's signature