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## Contrasting Monologues (CM)

Student Name _____ Grade _____ School Number _____

Title/Playwright Monologue #1 _____ Title/Playwright Monologue #2 _____

Two (2) one-minute contrasting monologues from two published plays. Neither monologue may exceed one minute. Students may introduce each monologue with title, playwright, and one sentence of pertinent exposition for each. The introduction will be part of the timed performance which cannot exceed three minutes in its entirety. No costumes or hand props may be used. A chair will be available.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Differentiation of characters in monologue choices; development of character; interpretation of emotion applicable to monologue circumstances; knowledge of play and the character's role evident in performance; consistency and believability; timing and pace create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, clarity; voice quality is character specific for age, background, etc.; connection to movement; energy. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking are appropriate to monologues; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print) _____ Judge's Signature _____

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## Shakespearean Monologue (SM)

Student Name _____ Grade _____ School Number _____

Shakespeare Play/Act/Scene _____

A 15-20 line monologue from a Shakespeare play. The monologue can be sequential lines or one cut together from a play scene. Students may introduce the monologue with title, act, scene and one sentence of pertinent exposition. No costumes or hand props may be used. A chair will be available.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Development of character; interpretation of emotion applicable to monologue circumstances; knowledge of play and the character's role evident in performance; consistency and believability; timing and pace create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, clarity; voice quality is character specific for age, background, etc.; connection to movement; energy. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking are appropriate to monologue; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print) _____ Judge's Signature _____

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## Duo Theatre (DT)

Student Name #1/Grade/Role

Student Name #2/Grade/Role

Title/Playwright

School Number

A 3-5 minute scene from a published play. The scene can be sequential lines or one cut together from the play. Students may introduce the scene with title, playwright, and one sentence of pertinent exposition. The introduction, set up and breakdown will all be part of the timed performance which cannot exceed five minutes. Costumes and hand props may be used (no scenery). Two chairs will be available.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Differentiation of characters in scene; development of characters; relationship clarity between characters; interpretation of emotion applicable to scene circumstances; knowledge of play and the characters' roles evident in performance; consistency and believability; timing and pace create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, clarity; voice quality is character specific for age, background, etc.; connection to movement; energy. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking are appropriate to monologue; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print)

Judge's Signature

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## Ensemble Theatre (ET)

Title/Playwright

Name of School

Number of School

A 3-5 minute scene from a published play. The scene can be sequential lines or cut together from one specific scene with 3 or more students playing the characters. Students may introduce the scene with title, playwright, and a brief description of pertinent exposition. The introduction, set up and breakdown will all be part of the timed performance which cannot exceed five minutes. Costumes and hand props may be used (no scenery). Two chairs will be available.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Differentiation of characters in scene; development of character; interpretation of emotion applicable to scene circumstances; knowledge of play and the character's role evident in performance; consistency and believability; timing and pace create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, clarity; voice quality is character specific for age, background, etc.; connection to movement; energy. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking are appropriate to scene; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print)

Judge's Signature

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## Solo Musical Theatre (SMT)

Student Name _____ Grade _____

Musical & Song _____ School Number _____

Two vocal cuts from two different published musicals (or published pieces from a song cycle or cabaret) which demonstrate contrasting styles of performance: one up-tempo and one ballad or one serious and one comic, for example. Each SMT cut should be limited to 32 vocal bars. The cut may include up to eight additional measures of intro and play out of accompaniment. Each entire cut should not exceed 40 bars total. A live accompanist must be provided by the entrant. A piano will be available. Students may not perform a cappella or use a recorded track. No costumes, hand props, or set pieces may be used. A chair will be available. The student may make a brief introduction including titles of pieces and titles of shows.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Development of character; interpretation of emotion applicable to song circumstances; knowledge of musical and the character's role evident in performance; consistency and believability; able to create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, pitch, tone, clarity; voice quality is character specific for age, background, etc.; choice of songs appropriate for abilities; energy; connection to movement. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking is appropriate to song; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print) _____ Judge's Signature _____

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## Duo Musical Theatre (DMT)

Student Name #1/Grade/Role

Student Name #2/Grade/Role

Musical & Song

School Number

A song from a published musical (or published piece from a song cycle or cabaret) in which two actors sing within the performance. A live accompanist must be provided by the entrants. A piano will be available. Students may not perform a cappella or use a recorded track. Costumes and hand props may be used (no scenery). Two chairs will be available. Students should introduce the song with the title and show source, and a brief description of pertinent exposition.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Development of character; interpretation of emotion applicable to song circumstances; knowledge of musical and the characters' role evident in performance; consistency and believability; able to create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, pitch, tone, clarity; voice quality is character specific for age, background, etc.; choice of song appropriate for abilities; energy; connection to movement. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking is appropriate to song; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print)

Judge's Signature

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## Ensemble Musical Theatre (EMT)

Musical & Song

Name of School

Number of School

A song from a published musical (or published piece from a song cycle or cabaret) sung by 3 or more actors. All entrants must sing within the performance. A live accompanist must be provided by the entrants. A piano will be available. Students may not perform a cappella or use a recorded track. Costumes and hand props may be used (no scenery). Two chairs will be available. Students should introduce the song with the title and a brief description of pertinent exposition.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **CHARACTER** Differentiation and development of characters and their emotional life; knowledge of musical and the characters' roles evident in performance; consistency and believability; able to create dramatic tension/comic moments. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **VOCAL** Diction, enunciation, projection, pitch, tone, projection, clarity; voice quality is character specific for age, background, etc.; energy; connection to movement. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **PHYSICAL** Natural movement; gesture and blocking is appropriate to song; strong focus and sense of environment; stage presence; connection to voice. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print)

Judge's Signature

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## Theatrical Design and Stage Management (TD)

Student Name _____ Grade _____ School Number _____

Title of Play/Musical _____ Scenery/Lighting/Costuming & Costume Crafts/Sound/Props _____

Choose the drawings, models, photographs, and examples of your work that show your best skill and range in costumes, lighting, sound, sets, properties, stage management or any combination of these. Prepare a presentation of your work not exceeding three minutes. You may cover anything you like, but we suggest that you use the time to talk the adjudicator through your approach to a particular production or two. Design presenters should set up one hour before the design portfolio review begins. Each designer will receive half (4') of an 8' table on which to set up. Adjudicators will have time to look through the displayed work before presentations begin. All festival attendees are welcome to attend design presentations and discussions.

**ADJUDICATION CRITERIA:**

| **SCORING:** Superior, Excellent, Good Fair | **CIRCLE CHOICE** | **WRITTEN EVALUATION:** Please provide feedback. |
|---|---|---|
| **RESEARCH/SUPPORTING MATERIALS** Photographs of realized production, research materials, preliminary sketches, cue sheets, video, audio, storyboards, etc. show appropriate connection to the production while illustrating the use of technical/design or construction in the show. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **DESIGN** Quality of craftsmanship and finish, shows historical accuracy if applicable, inventive use of materials, technique or technology in creating the design, craft, costume, prop, etc. | Superior<br>Excellent<br>Good<br>Shows Potential | |
| **DISPLAY** Aesthetically appealing design, well labeled, creative and easy to follow process explanations and a clear avenue of integration into the production. | Superior<br>Excellent<br>Good<br>Shows Potential | |

OVERALL RATING (Please circle): SUPERIOR (Stands out) EXCELLENT (Above standards) GOOD (Meets Standards) SHOWS POTENTIAL (In progress)

Please make additional comments on the back.

Judge's Name (Please print) _____ Judge's Signature _____