Junior National Individual Events 2017-18

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| Student(s):  | School:  |
| Selection:  | Troupe:  |

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

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| **SKILLS** | **4** | **Superior**Above standard | **3** | **Excellent**At standard | **2** | **Good**Near standard | **1** | **Fair**Aspiring to standard |  **SCORE** |
| **Acting Transitions**Slating includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit. | **Clear articulation** of name and selection; **intuitive transition** into and between characters, **distinctive final moment and transition** out of character into exit. | **Clear articulation** of name and selection; **recognizable transition** into and between characters, final moment and into exit. | **Moderately clear articulation** of name and selection; transition into and between characters and/or final moment **may or may not be present.** | **Unclear articulation** of name and selection; **transitions** into and between characters and/ or final moment are **not evident**. |  |
| **Comment:** |  |  |  |  |  |
| **Characterization**Emotional and physical believability/commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s). | Character is **consistently** emotionally and physically believable; **committed choices and tactics** toward an objective prompt intuitive reactions to real or implied partner(s). | Character is **frequently** emotionally and physically believable; **committed choices and tactics** toward an objective **prompt identifiable reactions** to real or implied partner(s). | Character is **infrequently** emotionally and physically believable; **choices and tactics** toward an objective prompt some reactions to real or implied partner(s). | Character is **rarely** emotionally and physically believable; **choices, tactics, objectives** and a relationship to a real or implied partner(s) are **not evident.** |  |
| **Comment:** |  |  |  |  |  |
| **Singing Technique**Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score. | **Consistently** on pitch, **proper** articulation and pace, **precise** rhythm and varied projection, **skillful phrasing** and **strong** mechanical skills demonstrated by breath support/ control, tone and placement, and use of ranges; **always** follows score. | **Frequently** on pitch with **appropriate** articulation, pace, rhythm, projection, breath support and control; **follows** the score. | **Infrequently** on pitch with **inconsistent** articulation, pace, rhythm, projection, breath support and control; **usually** follows the score. | **Rarely** on pitch with **limited** articulation, pace, rhythm, projection, breath support and control; **frequently deviates** from the score. |  |
| **Comment:** |  |  |  |  |  |
| **Singing Expression**Musical expression that communicates and reflects the character’s emotions and subtext. | **Intuitively integrates** voice, lyrics, and music to ***truthfully* communicate** and portray a **believable** character through emotions and subtext. | **Integrates** voice, lyrics, and music to **communicate** and portray a **believable** character through emotions and subtext. | **Inconsistently integrates** voice, lyrics, and music to c**ommunicate** and portray a character through emotions and subtext. | **Rarely integrates** voice, lyrics, and music to **communicate** and portray a character through emotions and subtext. |  |
| **Comment:**  |  |  |  |  |  |
| **Movement & Dance**Gestures facial expressions, blocking, and movement/dance that communicate the character’s emotions and subtext. | Gestures and facial expressions **consistently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character’s emotion and subtext. | Gestures and facial expressions **frequently communicate** appropriate character emotions and their meanings; blocking and movement/dance are **varied, purposeful, and reflect** the character’s emotion and subtext. | Gestures and facial expressions **infrequently communicate** appropriate character emotions and their meanings; blocking and movement/dance **generally reflect** the character’s emotion and subtext. | Gestures and facial expressions are **limited/ absent and rarely communicate** appropriate character emotions and their meanings; blocking and movement/dance **does not reflect** the character’s emotion and subtext. |  |
| **Comment:**  |  |  |  |  |  |
| **Execution**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. | Concentration/commitment to moment- to-moment choices are **sustained throughout performance**; integration of singing, movement/ dancing, and acting **create a believable character/ relationship** that tells a story. | Concentration/ commitment to moment- to-moment choices are **sustained throughout most of performance**; integration of singing, movement/dancing, and acting **frequently create a believable character/relationship** that tells a story. | Concentration/commitment to moment- to-moment choices are **inconsistently sustained**; integration of singing, movement/dancing and acting **occasionally create a believable character/ relationship** that tells a story. | Concentration and commitment to moment- to-moment choices are **limited or absent**; singing, movement/ dancing, and acting are **rarely integrated to create a believable character/relationship** that tells a story. |  |
| **Comment:**  |  |  |  |  |  |

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| **RATING**(Please circle) | **4** | **Superior**(Score of 24-21) | **3** | **Excellent**(Score of 20-15) | **2** | **Good**(Score of 14-9) | **1** | **Fair**(Score of 8-6) | **TOTAL SCORE** |

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Judge’s name (Please Print) Judge’s signature

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| ATTENTION TABULATION ROOM: Please note the following:  Timing issue: (\_\_\_\_\_\_\_mm \_\_\_\_\_\_\_ss) Rule violation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other comments:  |

*Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.*

Example National Core Theatre Standards aligned to this rubric: TH: Cr1.1.8, TH: Cr3.1.8, TH: Pr4.1.8, TH: Pr5.1.8, TH: Pr6.1.8, MU: Pr4.3.6

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org/)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 State Standards website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_