

# \*CLASSICAL SCENE - FINALS ROUND - UHSAA

R: 2/27/20

Participant Number \_\_\_\_\_ Title of Scene \_\_\_\_\_

Author \_\_\_\_\_ Time \_\_\_\_\_ Round - FINALS

Skill/Standard Definition	<b>SUPERIOR</b> Above Standard 4 - 5 points	<b>EXCELLENT</b> Meets Standard 3-4 Points	<b>GOOD</b> Approaching Standard 2-3 Point	<b>FAIR</b> Little or No Effort 0-1 points	<b>POINTS</b> (Out of 5 for each standard)
<b>CHARACTERIZATION</b> Emotional and physical believability and commitment to character.	Characters are <b>consistently</b> emotionally and physically believable. Dynamic emotional and physical character choices have been made and are consistent throughout.	Characters are <b>frequently</b> emotionally and physically believable but not consistent.	Characters are <b>infrequently</b> emotionally and physically believable. Few creative choices are being made.	Characters are <b>not</b> emotionally and physically believable.	
<b>COMMENTS:</b>					
<b>OBJECTIVES/TACTICS</b> Creative and consistent tactics towards an objective that create a <b>relationship</b> with partner(s).	<b>Committed tactics</b> toward an <b>objective prompt intuitive reactions</b> to partner(s).	<b>Committed tactics</b> toward an objective <b>prompt identifiable reactions</b> to partner(s).	<b>Tactics</b> toward an objective <b>prompt some reactions</b> to partner(s)	<b>Tactics, objectives and a relationship</b> to partner(s) are <b>not evident</b> .	<b>POINTS</b> (Out of 5 for each standard) _____
<b>COMMENTS:</b>					
<b>VOICE</b> Projection, articulation, vocal variety and intonation, and other chosen vocal techniques that <b>reflect the character, emotions and subtext</b> .	Vocal projection is <b>appropriately varied</b> and dialogue is <b>consistently clearly articulated throughout</b> ; use of pitch, tempo, tone, and inflection <b>communicate</b> the character, emotions and subtext.	Vocal projection is <b>appropriately varied</b> and dialogue is <b>frequently clearly articulated</b> ; use of pitch, tempo, tone, and inflection <b>usually communicate</b> the character, emotions and subtext.	Vocal projection and clearly articulated dialogue are <b>inconsistent</b> ; use of pitch, tempo, tone, and inflection <b>sometimes communicate</b> the character, emotions and subtext.	Vocal projection and articulated dialogue are <b>absent</b> ; use of pitch, tempo, tone, and inflection <b>does not communicate</b> the character, emotions and subtext.	<b>POINTS</b> (Out of 5 for each standard) _____
<b>COMMENTS:</b>					
<b>MOVEMENT AND STAGING</b> Gestures, facial expressions, movements, and actions that communicate the character, motivations, emotions subtext.	Gestures and facial expressions <b>consistently communicate</b> appropriate character, emotions and subtext; blocking is <b>varied, purposeful, and reflects</b> the character, motivations, emotions and subtext.	Gestures and facial expressions <b>communicate</b> appropriate character, emotions and subtext; blocking is <b>purposeful and reflects</b> the character, motivations, emotions and subtext.	Gestures and facial expressions <b>sometimes communicate</b> the character, emotions and subtext; blocking <b>generally reflects the character motivations, emotions</b> and subtext	Gestures and facial expressions are <b>absent and rarely communicate</b> emotions and subtext; blocking <b>usually does not reflect</b> the character, motivations, emotions and subtext.	<b>POINTS</b> (Out of 5 for each standard) _____
<b>COMMENTS:</b>					
<b>EXECUTION</b> Concentration and commitment to moment-to-moment choices that show <b>integration of all of the standards listed above</b> . Creation of believable characters and a compelling story. <b>Polished and prepared</b> .	Concentration and commitment to moment-to-moment choices are <b>sustained throughout the performance</b> ; integration of all of the standards listed above. Creation of believable characters and a compelling story. <b>Polished and prepared</b> .	Concentration and commitment to moment-to-moment choices are <b>sustained throughout most of the performance</b> ; integration of all of the standards listed above. Creation of believable characters and a compelling story. <b>Polished and prepared</b> .	Concentration and commitment to moment-to-moment choices are <b>inconsistently sustained</b> ; integration of all of the standards listed above. Creation of believable characters and a compelling story. <b>Polished and prepared</b> .	Concentration and commitment to moment-to-moment choices are <b>absent</b> ; does not attempt to create a believable character and/or story. Not <b>polished or properly prepared</b> .	<b>POINTS</b> (Out of 5 for each standard) _____
<b>COMMENTS:</b>					

**GENERAL RULES FOR CLASSICAL SCENE PERFORMANCES AND MATERIAL SELECTION:**

- **The time limit for Classical Scenes is 3-6 minutes.**
- Timing begins AFTER the introduction.
- Introductions must ONLY include title of play, participant #, author, and characters.
- Classical Scenes from plays must only involve 2 or 3 participants.
- Classical Scenes are to be taken from plays published BEFORE 1900.
- Properties, costuming, etc. may be used but are not required and are not to be part of the final adjudication.

**Please take note of the following rules from the Handbook when scoring and ranking each piece:**

- *“After watching the students in their performances, you are then asked to rank the performances in each round 1-6. (1 is highest) If there are more than 6 performances, rank all remaining students 6<sup>th</sup>.*
- *Final score must be in **WHOLE POINTS 1 - 25***
- *If you feel that a piece has not followed the rules on the ballot and therefore should be deemed ineligible, please score the piece as you normally would. Please note the concern on the ballot below:*

<b>FINAL SCORE OUT OF 25 POINTS</b>	<b>FINAL RANKING:</b> (Circle one)	<b>ATTENTION TABULATION ROOM:</b>
Insert TOTAL POINTS here: (Tallied from the front page)	<p>1 (highest score)</p> <p>2 (second highest score)</p> <p>3 (third highest score)</p> <p>4 (fourth highest score)</p> <p>5 (fifth highest score)</p> <p>6 (sixth highest score)</p> <p><b><u>NO TIES FOR RANKING</u></b> even if the scores are the same!</p>	<p><input type="checkbox"/> Timing Issue ( ____ mm ____ ss)</p> <p><input type="checkbox"/> Rule Violation (explain)</p> <p><input type="checkbox"/> Other concerns</p>

**ADDITIONAL COMMENTS: (Please justify why you gave them their ranking)**

\_\_\_\_\_  
Judges Name (please print)

\_\_\_\_\_  
Judge's Signature