

CLASSICAL SCENE - Utah High School Activities Association Theatre Ballot

Participant Number _____ Title of Scene _____

Author _____ Time _____ Round _____

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

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 rating and ranking each piece:

- *“After rating the students in their performances, you are then asked to rank the performances in each round 1-4. (1 is highest) If there are more than 4 performances, rank all remaining students 4th.*
- *A judge’s final rating (0-25) must align mathematically with the total points checked in the subcategories.*
- *Scores must be WHOLE NUMBERS*
- **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:**

FINAL SCORE OUT OF 25 POINTS	FINAL RANKING: (Circle one)	ATTENTION TABULATION ROOM:
Insert TOTAL POINTS here: (Tallied from the front page)	1 (highest score)	<input type="checkbox"/> Timing Issue (____ mm ____ ss)
	2 (second highest score)	<input type="checkbox"/> Rule Violation (explain)
	3 (third highest score)	
	4 (all others)	
	NO TIES FOR RANKING 1st, 2nd, or 3rd Place	<input type="checkbox"/> Other concerns

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

Judges Name (please print)

Judge’s Signature