

PANTOMIME/MIME - Utah High School Activities Association Theatre Ballot

Participant Number _____ Title of Pantomime _____

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)
PLOT Good storytelling with a beginning, middle and end.	Storyline is unmistakably clear. There is a specific beginning, middle and end.	Storyline is mostly clear. There were a few times when I didn't understand what was going on.	Storyline is hard to follow. There were times when I didn't understand what was going on.	Could not connect with a storyline. No clear beginning, middle or end.	
COMMENTS:					
OBJECTIVES/TACTICS Creative and consistent tactics towards an objective.	Committed tactics toward an objective motivates intuitive reactions to the events of the plot.	Committed tactics toward an objective motivates identifiable reactions to the events of the plot	Tactics toward an objective motivates some reactions to the events of the plot.	Tactics, objectives, and clear motivations are not evident.	POINTS (Out of 5 for each standard) _____
COMMENTS:					
MOVEMENT AND STAGING Clarity of space using the elements of pantomime: size, weight, placement, resistance. Staging elements include blocking, movement, picturization and balance.	Strong and sharp clarity of the story environment including size, weight, placement and resistance are consistent throughout. Blocking is varied and creative, purposeful, and reflects bold choices in picturization and balance	Clear story environment using size, weight, placement and resistance. Blocking is not as varied and creative as it could be. Mostly consistent.	Somewhat clear story environment using size, weight, placement and resistance. Blocking is sporadically purposeful and creative.	Movement and staging rarely supported the story.	POINTS (Out of 5 for each standard) _____
COMMENTS:					
CHARACTERIZATION Gestures, facial expressions, physicality choices	Gestures, facial expressions and physicality choices consistently communicate appropriate character emotions and subtext. Bold character choices have been made and are consistently sustained. Emotionally and physically believable and sustained.	Gestures, facial expressions and physicality choices communicate appropriate character emotions and subtext most of the time. Character is mostly emotionally and physically believable.	Gestures, facial expressions and physicality choices inconsistently communicate the character's emotions and subtext. Generally believable emotionally and physically but not sustained.	Gestures, facial expressions and physicality choices are absent and rarely communicate emotions or assist in the storytelling.	POINTS (Out of 5 for each standard) _____
COMMENTS:					
EXECUTION Concentration and commitment to moment-to-moment choices that make the pantomime good storytelling. Polished and prepared.	Concentration and commitment to moment-to-moment choices are sustained throughout the performance. Polished and prepared.	Concentration and commitment to moment-to-moment choices are sustained throughout most of the performance.	Concentration and commitment to moment-to-moment choices are inconsistently sustained.	Concentration and commitment to moment-to-moment choices are absent.	POINTS (Out of 5 for each standard) _____
COMMENTS:					

GENERAL RULES FOR PANTOMIME PERFORMANCES AND MATERIAL SELECTION:

- The time limit for Pantomime/Mime is **2-6 minutes.**
- Timing begins **AFTER** the introduction.

- In Pantomime/Mime, introductions must ONLY include title of piece.
- Pantomime/Mime may only involve 1 or 2 participants.
- No speaking is allowed. With the exception of the exclamation, "Oh" and/or "Ah", all mouthing of words is prohibited.
- No properties or furniture aside from 1 chair/stool/block per participant are allowed.
- All contestants must dress in all black clothing.
- Recorded instrumental music is optional but not required. No live or vocal music is allowed.

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

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

Judges Name (please print)

Judge’s Signature