

# RoleAbout Theatre Festival

Group ID \_\_\_\_\_ - \_\_\_\_\_

Category Classical Scenes from Plays

Title of Play \_\_\_\_\_

Round  Prelims 1  Prelims 2  Prelims 3  Finals

Choice of Material	4	3	2	1
<b>As A Choice For These Actors</b>	This piece is the perfect choice for these actors.	This piece is an interesting choice for these actors.	This piece is an OK choice for these actors.	This piece is an inappropriate choice for these actors.
<b>Content &amp; Demands</b>	The actors are able to handle the content and demands of the material.	The actors are able to handle most of the content and demands of the material.	The actors somewhat able to handle the content and demands of the material.	The actors are not able to handle the content and demands of the material.
<b>Challenging</b>	The material challenges these actors to stretch her/his abilities and the actors are able to serve the material.	The material is somewhat challenging for these actors to stretch her/his abilities and the actors are able to serve the material most of the time.	The material is not very challenging, however, it is at an acceptable level for these actors.	The material is not very challenging and still, the actors are unable to serve the material.
<b>Highlights Strengths</b>	This piece highlights the actors' strengths.	This piece highlights the actors' strengths most of the time.	This piece highlights the actors' strengths some of the time.	This piece does not highlight the actors' strengths.

## NOTES

Movement	4	3	2	1
<b>Style</b>	The actors have created distinctive and creative movement styles for their characters.	The actors have created a distinct movement styles for these characters.	The actors move appropriately but without a distinctive style.	The actors have no distinctive style or purpose when moving.
<b>Blocking</b>	The blocking of the scene is inventive and creative and serves the story of the scene.	The blocking of the scene serves the story of the scene.	The blocking of the scene is adequate but uninteresting.	The blocking of the scene is distracting and takes away from the telling of the story.
<b>Specificity &amp; Purpose</b>	The actors' movements are specific and deliberate and the actors move with purpose	The actors' movements are usually specific and deliberate and the actors move with purpose most of the time.	The actors' movements are somewhat random and seem to be unmotivated. The actors tend to wander about the space.	The actors' movements are random and unmotivated. The actors wander about the space as if they don't know where they belong.

## NOTES

Voice	4	3	2	1
<b>Volume</b>	The actors can be heard.	The actors can be heard most of the time.	The actors can be heard some of the time.	The actors cannot be heard.
<b>Articulation &amp; Diction</b>	The actors speak with appropriate articulation and diction.	The actors speak with appropriate articulation and diction most of the time.	The actors speak with appropriate articulation and diction some of the time.	The actors do not speak with appropriate articulation and diction.
<b>Vocal Variety</b>	The use of vocal variety is creative, appropriate, and sufficient.	The use of vocal variety is appropriate and sufficient.	The use of vocal variety is sufficient.	The actors lack vocal variety.
<b>Accents/Dialects (if used)</b>	The accents/dialects (if used) are consistent throughout and appropriate for the characters.	The accents/dialects (if used) are consistent most of the time and appropriate for most of the characters.	The accents/dialects (if used) are consistent some of the time and appropriate for some of the characters.	The accents/dialects (if used) are not consistent throughout and are inappropriate for the characters.

## NOTES

Preparation	4	3	2	1
<b>Read The Play/Script</b>	The actors have obviously read the play/script and demonstrate an understanding of the circumstances surrounding the scene.	The actors seem to have read the play/script and demonstrate an understanding of most of the circumstances surrounding the scene.	The actors may have read the play/script and do not demonstrate a thorough understanding of the circumstances surrounding the scene.	The actors have obviously not read the play/script and do not demonstrate an understanding of the circumstances surrounding the scene.
<b>Memorization</b>	The actors do not trip over their lines and are fully memorized.	The actors trip over a few their lines but are memorized.	The actors trip over their lines but are somewhat memorized.	The actors are not memorized.
<b>Warmed-Up</b>	The actors seem to have thoroughly warmed up their voices and bodies before the performance and are ready to perform. The actors never lose their focus.	The actors seem to have warmed up their voices and bodies and are ready to perform. The actors stay relatively focused.	The actors seem to have somewhat warmed up their voices and bodies and are ready to perform. The actors have a hard time staying focused.	The actors do not seem to have warmed up their voices and bodies and are not ready to perform. The actors cannot stay focused.

**NOTES**

Insight	4	3	2	1
<b>Choices Made</b>	The actors have made creative/clever choices that uniquely illuminate the content of the piece.	The actors have made appropriate choices that fit the content of the piece.	The actors have made choices that somewhat fit the content of the piece.	The actors have made inappropriate choices that do not fit the content of the piece.
<b>Character's Mental State</b>	The actors demonstrate an understanding of the mental state of their characters.	The actors demonstrate an understanding of the mental state of their characters most of the time.	The actors demonstrates an understanding of the mental state of their characters some of the time.	The actors do not demonstrate an understanding of the mental state of their characters.
<b>Mood &amp; Meaning</b>	The actors clearly understand the mood and meaning of the piece.	The actor understands the mood and meaning of the piece.	The actors sort of understand the mood and meaning of the piece.	The actors do not understand the mood and meaning of the piece.

**NOTES**

The Ensemble	4	3	2	1
<b>Timing &amp; Listening</b>	The actors have an impeccable sense of timing with each other and keenly listen to each other.	The actors work well together and listen to each other most of the time.	The actors work OK together but sometimes lose focus and they have a hard time listening to each other.	The actors do not work well together and are not listening to each other.
<b>Staying "In The Moment"</b>	All of the actors stay in the moment, even when they are not speaking.	Most of the actors stay in the moment, even when they are not speaking.	The actors have a hard time staying in the moment.	The actors do not stay in the moment.
<b>Upstaging</b>	The actors do not upstage or pull focus from one another.	The actors rarely upstage or pull focus from one another.	The actors tend to upstage or pull focus from one another.	The actors upstage and pull focus from one another.

**NOTES**

General Effectiveness	4	3	2	1
<b>Audience Interest</b>	The actors fully engage and maintain the interest of the audience.	The actors engage and maintain the interest of the audience most of the time.	The actors have a hard time maintaining the interest of the audience.	The actors do not maintain the interest of the audience.
<b>Consistency</b>	The actors' performances are consistent throughout.	The actors are consistent through most of the performance.	The actors are consistent through some of the performance.	The actors are not consistent throughout the performance.
<b>Enjoyability &amp; Polish</b>	The performance was pleasing to watch and the overall performance is polished and smooth.	The performance was pleasing to watch most of the time and the overall performance is clean.	The performance was difficult to watch and the overall performance is choppy.	The performance was painful to watch and the overall performance is poorly executed.

**NOTES**

Where would you RANK this entrant in this round?      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>      5<sup>th</sup>      6<sup>th</sup>      7<sup>th</sup>      8<sup>th</sup>      9<sup>th</sup>      10<sup>th</sup>

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

Professional       Student