

# RoleAbout Theatre Festival

Student ID \_\_\_\_\_ - \_\_\_\_\_

Category Song

Title of Song \_\_\_\_\_ Title of Musical \_\_\_\_\_

Round  Prelims 1  Prelims 2  Prelims 3  Finals

## ***Judge the song as you would a monologue.***

We are NOT necessarily looking for who the best singer is (although, that is a part of it). The main goal of this category is to find the person who does the best job at interpreting their song.

| Choice of Material                | 4  | 3  | 2   | 1  |
|-----------------------------------|--|--|---|--|
| <b>As A Choice For This Actor</b> | The song is the perfect choice for this actor.   | The song is an interesting choice for this actor.  | The song is an OK choice for this actor.  | The song is an inappropriate choice for this actor.  |
| <b>Content &amp; Demands</b>      | The actor is able to handle the content and demands of the material.                                   | The actor is able to handle most of the content and demands of the material.   | The actor is somewhat able to handle the content and demands of the material.               | The actor is not able to handle the content and demands of the material.                   |
| <b>Challenging</b>                | The material asks this actor to stretch her/his abilities and the actor is able to serve the material. | The material is somewhat challenging for this actor to stretch her/his abilities and the actor is able to serve the material most of the time. | The material is not very challenging, however, it is at an acceptable level for this actor. | The material is not very challenging and still, the actor is unable to serve the material. |
| <b>Highlights Strengths</b>       | This song highlights the actor's strengths.  | This song highlights the actor's strengths most of the time.   | This song highlights the actor's strengths some of the time.                                | This song do not highlight the actor's strengths.  |

### NOTES

| Movement                         | 4  | 3  | 2  | 1   |
|----------------------------------|--|--|--|---|
| <b>Style</b>                     | The actor has created distinctive and creative movement style for her/his character.   | The actor has created a distinct movement style for her/his character.                                       | The actor moves appropriately but without a distinctive style.   | The actor has 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 actor's movements are specific and deliberate and the actor moves with purpose     | The actor's movements are usually specific and deliberate and the actor moves with purpose most of the time. | The actor's movements are somewhat random and seem to be unmotivated. The actor tends to wander about the space. | The actor's movements are random and unmotivated. The actor wanders about the space as if s/he doesn't know where s/he belongs. |

### NOTES

| Singing           | 4  | 3  | 2  | 1   |
|-------------------|--|--|--|---|
| <b>Intonation</b> | The actor is always on-pitch with correct notes.                               | The actor is sometimes on-pitch with a few incorrect notes.                | The actor is sometimes on-pitch with many incorrect notes.                 | The actor is never on-pitch.  |
| <b>Musicality</b> | The actor demonstrates creative musicality through rhythm, phrasing, and pace. | The actor demonstrates good musicality through rhythm, phrasing, and pace. | The actor demonstrates some musicality through rhythm, phrasing, and pace. | The actor does not demonstrate musicality through rhythm, phrasing, and pace. |

### NOTES

| <b>Preparation</b>           | <b>4</b>   | <b>3</b>   | <b>2</b>  | <b>1</b>   |
|------------------------------|--|--|---|--|
| <b>Read The Play/Musical</b> | The actor has obviously read the play/musical and demonstrates an understanding of the circumstances surrounding the scenes.                             | The actor seems to have read the play/musical and demonstrates an understanding of most of the circumstances surrounding the scenes. | The actor may have read the play/musical and does not demonstrate a thorough understanding of the circumstances surrounding the scenes. | The actor has obviously not read the play/musical and does not demonstrate an understanding of the circumstances surrounding the scenes. |
| <b>Memorization</b>          | The actor does not trip over their lines/lyrics and is fully memorized.  | The actor trips over a few their lines/lyrics but is memorized.  | The actor trips over their lines/lyrics but is somewhat memorized.  | The actor is not memorized.  |
| <b>Warmed-Up</b>             | The actor seems to have thoroughly warmed up her/his voice and body before the performance and is ready to perform. The actor never loses her/his focus. | The actor seems to have warmed up her/his voice and body and is ready to perform. The actor stays relatively focused.                | The actor seems to have somewhat warmed up her/his voice and body and is ready to perform. The actor has a hard time staying focused.   | The actor does not seem to have warmed up her/his voice and body and is not ready to perform. The actor cannot stay focused.             |

**NOTES**

| <b>Insight</b>                  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   |
|---------------------------------|--|---|---|--|
| <b>Choices Made</b>             | The actor has made creative/clever choices that uniquely illuminate the content of the pieces. | The actor has made appropriate choices that fit the content of the pieces.                          | The actor has made choices that somewhat fit the content of the pieces.                             | The actor has made inappropriate choices that do not fit the content of the pieces.        |
| <b>Character's Mental State</b> | The actor demonstrates an understanding of the mental state of her/his characters.             | The actor demonstrates an understanding of the mental state of her/his characters most of the time. | The actor demonstrates an understanding of the mental state of her/his characters some of the time. | The actor does not demonstrate an understanding of the mental state of her/his characters. |

**NOTES**

| <b>General Effectiveness</b>     | <b>4</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>   |
|----------------------------------|---|--|---|--|
| <b>Audience Interest</b>         | The actor fully engages and maintains the interest of the audience.                       | The actor engages and maintains the interest of the audience most of the time.               | The actor has a hard time maintaining the interest of the audience.           | The actor does not maintain the interest of the audience.                            |
| <b>Consistency</b>               | The actor's performance is consistent throughout.   | The actor is consistent through most of the performance.                                     | The actor is consistent through some of the performance.                      | The actor is 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