



# TEEN ARTS HOLISTIC SCORING GUIDE

# MUSICAL THEATRE

**PROFESSIONALISM** is defined as...

- Appearance • Introduction • Memorization • Time Management • Closing

Distinguished	Advanced	Proficient	Emerging	Not Observable
<p>The student consistently exceeded the professional guidelines for attire by making creative choices that were age appropriate and in keeping with the character.</p> <p>The student's introduction was confident and succinct, including their name, the play and the author's name as well as the character they are portraying.</p> <p>The student performed consistently without disruptions, omissions, or paraphrasing of the text. The text was fluent and synthesized to serve the character.</p> <p>The student consistently made effective use of their allocated time.</p> <p>The student confidently took a moment at the end of the piece to thank the adjudicator in a spirit of warmth.</p>	<p>The student mostly adhered to professional guidelines for attire which is in keeping with the character and is age appropriate.</p> <p>The student's introduction was mostly confident and succinct, including their name, the play and the author's name as well as the character they are portraying.</p> <p>The student mostly performed without disruptions, omissions, or paraphrasing of the text. It is clear that the student knew and mostly understood the text.</p> <p>For the most part, the students made effective use of their allocated time.</p> <p>The student took a moment at the end of the piece to thank the adjudicator.</p>	<p>The student generally adhered to the professional guidelines for appearance. The student's introduction was generally confident and included their name, the play and the author's name as well as the character they are portraying.</p> <p>The student performed without the script, but the delivery had some disruptions or omissions or paraphrase that affected the flow of the performance.</p> <p>The student generally made effective use of their allocated time.</p> <p>The student took a moment at the end of the piece to thank the adjudicator, but lacked confidence.</p>	<p>The student seldom attempted to meet the guidelines for appearance.</p> <p>The student introduced their piece, but failed to include one or more of the following: their name, the play and the author's name as well as the character they are portraying and/or they lacked confidence in their presentation.</p> <p>The student attempted to perform without the script, but was seldom able to do. The students did not make effective use of their allocated time.</p> <p>The student did not take time to thank the adjudicator at the end of their performance.</p>	<p>The student made no effort to meet the guideline for appearance.</p> <p>The student made no effort to introduce their piece. The student did not show evidence of having memorized the script.</p> <p>The student made no effort to follow the guidelines regarding time management.</p> <p>The student did not demonstrate any understanding of decorum with the adjudicators.</p>

**CHARACTERIZATION** is defined as...

- Strong, Clear Objective • Tactics • Moment Before • Point of View

Distinguished	Advanced	Proficient	Emerging	Not Observable
<p>The student consistently had a clear and compelling moment before that served the action of the scene/ monologue.</p> <p>The character consistently pursued an objective through a variety of tactics.</p> <p>The student consistently demonstrated a strong point of view in relationship to their scene partner.</p>	<p>The student mostly had a clear and compelling moment before that served the action of the scene/ monologue.</p> <p>The character pursued an objective with tactics most of the time.</p> <p>For the most part, the student demonstrated a strong point of view in relationship to their scene partner.</p>	<p>The student generally had a clear and compelling moment before that served the action of the scene/ monologue.</p> <p>The character at times pursued an objective with tactics.</p> <p>The student generally demonstrated a point of view in relationship to their scene partner.</p>	<p>The student seldom had a clear and compelling moment before that served the action of the scene/ monologue.</p> <p>The character seldom pursued an objective with tactic.</p> <p>The student seldom demonstrated a point of view in relationship to their scene partner.</p>	<p>The student did not participate or there was no evidence of characterization.</p>

**RELATIONSHIP** is defined as...

• **Setting** • **Time** • **Space** • **Scene Partner(s)**

Distinguished	Advanced	Proficient	Emerging	Not Observable
The student consistently used textual clues, focus, voice, and body language to vividly create an imaginary setting and/or scene partner(s).	The student mostly used textual clues, focus, voice, and body language to create an imaginary scene partner(s).	The student generally used textual clues and/or focus, and/or voice, and/or body language to create imaginary scene partners and setting.	The student seldom used textual clues and/or focus, and/or voice, and/or body language to create imaginary scene partners and setting.	The student did not participate or they did attempt to create a setting and/or establish their scene partner(s).
Their relationship to the setting and scene partner(s) consistently showed evidence of listening, reactions, and discoveries during the entire performance.	Their relationship to setting and scene partner(s) mostly showed evidence of listening, reactions, and discoveries for most of the performance.	Their relationship to setting and scene partners generally demonstrated listening, reacting and/or discoveries during the performance.	The student seldom showed evidence of listening, reacting, and/or discovering, with an imaginary scene partner(s) and setting.	

**ACTING – VOCAL EXPRESSION/TECHNIQUE** is defined as...

• **Use of Voice in Service of Character's Objectives** • **Tempo** • **Articulation** • **Projection** • **Breath Support**

Distinguished	Advanced	Proficient	Emerging	Not Observable
The student consistently applied effective breath support, projection, diction, and vocal variety throughout the performance.	The student mostly applied effective breath support, projection, diction, and vocal variety throughout the performance.	The student generally applied effective breath support, projection, diction, and vocal variety throughout the performance.	The student seldom applied effective breath support, projection, diction, and vocal variety throughout the performance.	The student did not participate or did not show any evidence of application of vocal technique.
The student's vocal technique consistently invited the audience into the given circumstances of the character.	The student's vocal technique mostly invited the audience into the given circumstances of the character.	The student's vocal technique generally invited the audience into the given circumstances of the character.	The student's vocal technique seldom invited the audience into the given circumstances of the character.	

**ACTING – PHYSICAL EXPRESSION** is defined as...

• **Presence** (Energy, Open, Confident) • **Blocking Reflective of Given Circumstance** • **Physical Choices Reflective of Given**

Distinguished	Advanced	Proficient	Emerging	Not Observable
The student consistently made bold, dynamic physical choices throughout the performance to express the given circumstances of their character.	The student mostly made dynamic physical choices throughout the performance to express the given circumstances of their character.	The student made generalized physical choices throughout the performance to express the given circumstances of their character.	The student seldom made physical choices throughout the performance to express the given circumstances of their character.	The student did not participate or show any evidence of application of physical expression.
The student consistently made thoughtful, imaginative blocking decisions during the performance.	The student mostly made thoughtful, imaginative blocking decisions during the performance.	The student made generalized blocking decisions during the performance.	The student seldom made blocking decisions during the performance.	There was no apparent intentional use of blocking

**MUSICAL THEATRE – VOCAL EXPRESSION** is defined as...

• **Use of Voice in Service of Character's Objectives** • **Phrasing** • **Tempo** • **Volume/Variation**

Distinguished	Advanced	Proficient	Emerging	Not Observable
Student consistently made effective interpretive choices regarding phrasing, tempo and volume.	Student frequently made effective interpretive choices regarding phrasing, tempo and volume.	Student made generalized interpretive choices regarding phrasing, tempo and volume.	Student seldom made interpretive choices regarding phrasing, tempo and volume.	The student did not participate or did not show evidence of vocal expression.
The student consistently made effective choices about tone and vocal quality that stylistically matched the character and genre of the song.	The student frequently made choices about tone and vocal quality that stylistically matched the character and genre of the song.	The student made generalized choices about tone and vocal quality that stylistically matched the character and genre of the song.	The student seldom made choices about tone and vocal quality that stylistically matched the character and genre of the song.	

**MUSICAL THEATRE – VOCAL TECHNIQUE** is defined as...

- **Articulation** • **Breath Support** • **Pitch** • **Tone** • **Range/Inflection** • **Phonation**

Distinguished	Advanced	Proficient	Emerging	Not Observable
<p>Student consistently articulated notes clearly and sang them accurately.</p> <p>Breath support was consistently evident and controlled throughout the performance.</p> <p>The student demonstrated a range of tonality, tempo, and rhythm that was consistent.</p>	<p>Student frequently articulated notes clearly and sang them accurately.</p> <p>Breath support was mostly evident and controlled throughout the performance.</p> <p>The student demonstrated a range of tonality, tempo, and rhythm that was mostly in support of the music.</p>	<p>Student generally articulated notes clearly and sang them accurately.</p> <p>Breath support was generally evident and somewhat controlled throughout performance.</p> <p>The student demonstrated a range of tonality, tempo, and rhythm that was overall supportive.</p>	<p>Student seldom articulated notes clearly or sang them accurately.</p> <p>Breath support was seldom evident and controlled throughout performance.</p> <p>The student seldom demonstrated a range of tonality, tempo, and rhythm that was seldom in support of the music.</p>	<p>The student did not participate or did not show evidence of application of vocal technique.</p>

**MUSICAL THEATRE – PHYSICAL EXPRESSION/DANCE** is defined as...

- **Tempo** • **Rhythm** • **Ensemble/Spatial Awareness** • **Consistency of Style** • **Expression Reflective Given Circumstances**

Distinguished	Advanced	Proficient	Emerging	Not Observable
<p>The student consistently made bold, dynamic physical choices throughout the performance to express the given circumstances of their character.</p> <p>The student consistently made thoughtful, imaginative blocking decisions during the performance.</p>	<p>The student mostly made dynamic physical choices throughout the performance to express the given circumstances of their character.</p> <p>The student mostly made thoughtful, imaginative blocking decisions during</p>	<p>The student made generalized physical choices throughout the performance to express the given circumstances of their character.</p> <p>The student made generalized blocking decisions during the performance.</p>	<p>The student seldom made physical choices throughout the performance to express the given circumstances of their character.</p> <p>The student seldom made blocking decisions during the performance.</p>	<p>The student did not participate or show any evidence of application of physical expression.</p> <p>There was no apparent intentional use of blocking.</p>

**OVERALL PERFORMANCE** is defined as...those scenes blending superior vocal and physical technique, supported by an objective that drives the action, tactics that are dynamic, and constant engagement with an imaginary scene partner(s), which are blended into a well-crafted performance.

- **Depth of Material** (Challenging/Complex/Displays Narrative Arc) • **Theatricality** (Application of Stylistic Characteristics and Conventions Appropriate to the Genre) • **Believability** (embodiment of the enlivened physical and emotional lived experience of the character)

Distinguished	Advanced	Proficient	Emerging	Not Observable
<p>The material was consistently challenging, complex and displayed a dynamic narrative arc.</p> <p>The performance consistently expressed exceptional theatricality, exploration of character, pursuit of objective(s), and believability.</p>	<p>For the most part, the material was complex, challenging and displayed a dynamic narrative arc.</p> <p>The performance frequently expressed theatricality, consistency of character, pursuit of objective(s), and believability.</p>	<p>The material was generally challenging. There was evidence of a narrative arc.</p> <p>The performance generally expressed theatricality, consistency of character, pursuit of objective(s), and believability.</p>	<p>The material was seldom challenging and showed little evidence of a narrative arc.</p> <p>The performance seldom expressed theatricality, consistency of character, or pursuit of objective(s), and believability.</p>	<p>The material shows no evidence of being challenging. There is no evidence of a narrative arc.</p> <p>The performance shows no evidence of theatricality, consistency of character, pursuit of objective(s), and/or believability.</p>



# TEEN ARTS MUSICAL THEATRE ADJUDICATION

Adjudicator: \_\_\_\_\_

Actor/Group: \_\_\_\_\_

School: \_\_\_\_\_

Title/Show: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluate each relevant dimension (Column 1) by indicating a high skill level with a plus (+) and an area for improvement with a minus (-). The absence of a plus or minus indicates a proficient/acceptable performance level in the this area or non-relevance of the dimension. For any minus (-) indicated, identify the problem and suggest ways to improve. Circle the rating that best describes the written dimension.

Performance Dimension	Comments	Rating
<b>Professionalism</b> ___ Appearance ___ Introduction ___ Memorization ___ Time Management ___ Closing		Distinguished Advanced Proficient Emerging Not Observable
<b>Characterization</b> ___ Strong, Clear Objective ___ Tactics ___ Moment Before ___ Point of View		Distinguished Advanced Proficient Emerging Not Observable
<b>Relationship</b> ___ Setting ___ Time ___ Space ___ Scene Partner(s)		Distinguished Advanced Proficient Emerging Not Observable
<b>Acting ~ Vocal Expression/Technique</b> ___ Use of Voice in Service of Character's Objectives ___ Tempo ___ Articulation ___ Projection ___ Breath Support		Distinguished Advanced Proficient Emerging Not Observable
<b>Acting ~ Physical Expression</b> ___ Presence (Energy, Open, Confident) ___ Blocking Reflective of Given Circumstances ___ Physical Choices Reflective of Given Circumstances		Distinguished Advanced Proficient Emerging Not Observable

