

Passing of the Ice Dragon A&S Penthalon

Evaluation Rubric - Life Performance

Entry:	Total Score: /60
Category: Music; Original Music; Spoken Word; Original Spoken Word; Visual Performance; Dance.	Date:
Judge Name:	Judge Email:

Scoring feedback:

- Apprentice level (Sycamore equivalent): consistently scoring in the 2-3 columns (up to 30 points)
- Journeyman level (Fleur equivalent): consistently scoring in the 3-4 columns (30-45 points)
- Master level (Laurel equivalent): consistently scoring in the 5 column (45-55 points)
- Expert level: consistently scoring in the 6 column (55-60 points)

Points	1	2	3	4	5	6	SCORE
<p>Method of the performance: The language, techniques, movements, or props and tools (including clothing) used should be as accurate as possible to the time and culture of the original piece, and the creator should be able to support the choices and extrapolations. Material may reflect current SCA activities, but must be created and portrayed in an historically accurate manner, showing an ability to integrate new material into an authentic period style.</p>							
<p>1. Skill: How skillfull does the entrant perform the piece? Are the notes / words / rhythms right? How well does the piece execute the form it is intended to emulate?</p>	<ul style="list-style-type: none"> • Performing this piece requires rudimentary skills. 	<ul style="list-style-type: none"> • Performing this piece requires basic skills. • The performer followed some aspects of the target form. 	<p>Performing this piece involved some specialized skills and knowledge.</p> <ul style="list-style-type: none"> • The performer successfully fo lowed the target form and matched it to the content of the piece. 	<p>Performing this piece required a variety of skills and specialized knowledge.</p> <ul style="list-style-type: none"> • The performer used the form in a skillful way that enhanced the overall quality of the piece. 	<p>Performing this piece required a variety of skills and a breadth of specialized knowledge.</p> <ul style="list-style-type: none"> • The performer used the form in a masterful way that greatly enhanced the overall quality of the piece. 	<p>Performing this particular piece also required years of practice and training to achieve the final result.</p>	

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<p>2. Delivery: does the Performer use techniques of speech & movement, such as projection, intention, pacing, tone variation, and body language? How well does the Performer use dramatic elements such as pauses and emphasis to convey the piece?</p>	<ul style="list-style-type: none"> The Performer showed some awareness of some delivery techniques and attempted to add dramatic elements. 	<ul style="list-style-type: none"> The Performer gave a partially successful delivery of the piece and made some choices that contributed to the sense of the piece. The performer demonstrated skill in some areas of sound quality. 	<ul style="list-style-type: none"> The Performer gave a competent delivery of the piece and generally made choices consistent with the sense of the piece. The performer demonstrated good overall sound quality. 	<ul style="list-style-type: none"> The Performer gave a solid and skilled delivery of the piece and made interpretive choices that significantly enhanced the sense of the piece. The performer demonstrated good overall sound quality. 	<ul style="list-style-type: none"> The Performer gave a masterful delivery of the piece and made expert use of the available interpretive tools to greatly enhance the sense of the piece. The performer demonstrated excellent overall sound quality. 	<ul style="list-style-type: none"> The Performer went beyond the usual interpretive tools to greatly extend the sense of the piece in a new way. 	
<p>Content of the performance: How well does the target form match the composition of the piece and to what extent does the performer;s original content (if any) enhance the chosen target form.</p>							
<p>3. Originality of content: To what extent does the performer bring original content to the piece in terms of the subject matter and execution?</p>	<ul style="list-style-type: none"> The performer attempted to bring some new element to the content of the piece, with minor variations on the common patterns found in the form. 	<ul style="list-style-type: none"> The performer brought new ideas to some aspects of the piece and made minor variations on the common patterns found in the form. 	<ul style="list-style-type: none"> The content of the piece is not obviously derived from existing work. The performer included some of the less common patterns of the form and may have introduced some new ideas. 	<ul style="list-style-type: none"> The content of the piece contains new ideas that make it stand out from existing work. The performer made significant departures from the common patterns of the form in innovative ways. 	<ul style="list-style-type: none"> The content of the piece is truly unique and expands the expectations of the genre. The performer made multiple significant departures from the common patterns of the form and extended the form itself while staying true to its core concepts. 	<ul style="list-style-type: none"> The content of the piece is truly unique on multiple levels and substantially expands the expectations of the genre. The performer profoundly extended the form in multiple unexpected ways while staying true to its core concepts. 	

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<p>4. Complexity: How much time, research, challenge, creativity and/or commitment did the performer put into the performance?</p> <p>How historically accurate is the performance? Consider language, techniques, movements and tools.</p>	<ul style="list-style-type: none"> • Performance demonstrates a minimal degree of time, research, creativity and/or commitment. • Performance uses exclusively, or almost exclusively, modern language, techniques, movements, or tools 	<ul style="list-style-type: none"> • Performance demonstrates a basic degree of time, research, creativity and/or commitment. • Performance uses a majority of modern language, techniques, movements or tools. 	<ul style="list-style-type: none"> • Performance demonstrates a moderate degree of time, research, creativity and/or commitment. • Performance uses a combination of period and modern language, techniques, movements or tools. 	<ul style="list-style-type: none"> • Performance demonstrates a good degree of time, research, creativity and/or commitment. • Performance uses mainly historic language, techniques, movements or tools but some modern aspects are present in the performance. 	<ul style="list-style-type: none"> • Performance demonstrates a great degree of time, research, creativity and/or commitment. • Performance uses historic language, techniques, movements or tools almost exclusively, except for very minor, obscure, or unreasonably time consuming details. 	<ul style="list-style-type: none"> • Performance demonstrates an extensive degree of time, research, creativity and/or commitment. • Performance employs total use of historic language, techniques, movements, or tools, including aspects that are obscure or the product of in depth research or experimental archaeology. 	
<p>Historical accuracy: How much does the presentation replicate or vary from the provided historical exemplar(s). Original pieces or reconstructions that adhere to period forms or presentation styles count as authentic if documented adequately.</p>							
<p>5. Setting the Stage: How well does the performer create the setting for the performance, including using period-style costumes, props, ambiance, in-persona introduction and interactions?</p>	<ul style="list-style-type: none"> • The Performer made an attempt to create a setting for the performance in a manner appropriate to both the piece and the time period. 	<ul style="list-style-type: none"> • The Performer was able to somewhat create a setting for the performance in a manner appropriate to both the piece and the time period. 	<ul style="list-style-type: none"> • The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing some costumes, props, in-persona introductions and interactions. 	<ul style="list-style-type: none"> • The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing many costumes, props, in-persona introductions and interactions. 	<ul style="list-style-type: none"> • The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing most costumes, props, in-persona introductions and interactions. 	<ul style="list-style-type: none"> • The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period in a way that would have been completely at home in period. 	

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<p>6. Explanation of historical context: How thoroughly did the performer research this performance? How well does the Project Journal (documentation) support the performance? Is the link between research and performance clear?</p>	<ul style="list-style-type: none"> • Project Journal makes general reference to the performance. • Indirect or encyclopedic sources are used exclusively. 	<ul style="list-style-type: none"> • Project Journal includes basic support for the performance. • Mostly indirect sources, with a minimal variety of direct (primary) or analytical (secondary) sources. 	<ul style="list-style-type: none"> • Project Journal is adequate to support the performance. • Uses a fair variety of direct (primary) or analytical (secondary) sources. 	<ul style="list-style-type: none"> • Documentation is used effectively to support the performance. • The performer demonstrated a significant connection between their research and their performance. • Uses a good variety of direct or analytical sources. 	<ul style="list-style-type: none"> • The performance is clearly and thoroughly supported by the documentation. • The performer's process was clearly informed by their research at every step. • An extensive variety of direct or analytical sources are used. Quality of sources is excellent. 	<ul style="list-style-type: none"> • The Project Journal is of publishable quality, and may include unique sources or original research. 	
<p>Quality of workmanship: Performance is evaluated on the overall skill, workmanship, or artistic ability evident in its creation; in addition, the artisan is evaluated in how well their execution achieved their goals, and how they handled shortfalls.</p>							
<p>7. Accuracy: How cleanly does the entrant perform the piece? Are the notes, words, rhythms right? Consider pitch, tempo, memorization, pronunciation, technical precision; or period appropriate form, frame, posture, grace, and subtlety, where appropriate.</p>	<ul style="list-style-type: none"> • Performance demonstrates a minimal degree of skill. • The performer was unable to get through the piece or had major pitch or timing issues. 	<ul style="list-style-type: none"> • Performance demonstrates a basic degree of skill. • The performer made significant and noticeable errors but completed the piece. 	<ul style="list-style-type: none"> • Performance demonstrates a moderate degree of skill. • The performer successfully performed the piece, in timing as well as in tune, with decent pacing and flow. 	<ul style="list-style-type: none"> • Performance demonstrates a good degree of skill. • The performer performed with enough precision and clarity to highlight many nuances of the piece, with good pacing and flow. 	<ul style="list-style-type: none"> • Performance demonstrates an advanced degree of skill. • The performer performed the piece with enough precision and clarity to highlight all of the nuances of the piece. 	<ul style="list-style-type: none"> • Performance demonstrates an exceptional degree of skill. • The performer went beyond mastery of the performance in some significant way. 	

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<p>8. Emotional Impact & State Presence: How well does the Performer demonstrate poise, confidence, charisma, clarity, space awareness and engagement consistent with the piece? How well does the performer generate an emotional impact in congruence with the presumed intent of the composer.</p>	<ul style="list-style-type: none"> The performer attempted one or more aspects of stage presence, and made an attempt to convey the emotional content of the piece but was mostly unsuccessful. 	<ul style="list-style-type: none"> The performer was able to demonstrate some aspects of stage presence, and made an attempt to convey the emotional content of the piece and was partially successful. 	<ul style="list-style-type: none"> The performer showed a basic level of stage presence and audience connection, and was mostly able to convey the emotional content of the piece. The performance mostly evoked the general feeling of the piece. 	<ul style="list-style-type: none"> The performer showed notably good state presence and solidly engaged the audience; as well as was able to convey the emotional content of the piece. The performance evoked the general feeling of the piece. 	<ul style="list-style-type: none"> The performer showed exceptional good state presence and strongly impacted the audience. The performer was completely able to convey the emotional content of the piece. The performance showed a nuanced understanding of the composer's presumed intent. 	<ul style="list-style-type: none"> The performer showed stage presence of a true master and profoundly impacted the audience, and went beyond what one would reasonably expect in conveying the emotional content of the piece. 	
<p>Research and project planning journal: How historically accurate is the performance, when and where was it performed, what is the context of all the different aspects of the performance. Context is evaluated on the use of evidence from multiple sources. Sources used should be a mixture of analytical (secondary) sources, and direct (primary) evidence, as available. Context can be presented on paper as a Journal, or verbally as an oral presentation.</p>							
<p>9. Explanation of practical process: How well does the Project Journal describe the process used to create the performance? Are any (modern) substitutions explained or justified?</p>	<ul style="list-style-type: none"> Little of the process, and few of the recreation choices are explained. Reasons for the use of modern elements are explained inadequately, or not at all. 	<ul style="list-style-type: none"> Some of the process and of the recreation choices are explained. Some use of modern aspects may be explained or justified. 	<ul style="list-style-type: none"> Much of the process and of the recreation choices are explained. Most uses of modern aspects are explained and justified. 	<ul style="list-style-type: none"> All of the process and most of the recreation choices are explained. Substitutions are explained, justifiable, and appropriate. 	<ul style="list-style-type: none"> All of the process and all of the recreation choices are explained. Substitutions are minimized as much as possible, and all substitutions are explained, justifiable, and appropriate.. 	<ul style="list-style-type: none"> All of the Performer's process for creating their performance is included in such detail another person could recreate it themselves. All recreation choices are clearly explained and thoroughly justified. 	

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<p>10. Project Planning Journal</p> <p>Is the manuscript presented in a form that would be conducive to actual use by performers? Is it clear, precise, and legible?</p> <p>What other exemplars or frameworks were used to create the piece? To what extent are the techniques, reconstruction, and/or composition process chronicled?</p>	<ul style="list-style-type: none"> The performance has no score or documentation, including verbal introduction. Performer(s) are unable to answer questions about the historical context of the presented work. 	<ul style="list-style-type: none"> A partially usable score / script was provided. The performer(s) can verbally share some historical background or provide rudimentary context for the presented piece. The performer(s) provides a few exemplars of the extant work or similar work. 	<ul style="list-style-type: none"> A usable score / script was provided . Rudimentary written documentation including the historical background and context or an extant source, or other examples of same style. 	<ul style="list-style-type: none"> A good quality score / script was provided. The performer(s) provides a reasonable familiarity with the historical context and background of the piece, style, and/or techniques involved in the presented work. A brief bibliography, along with copies of the text, music, and/or script, in modern notation or facsimilies of the original. 	<ul style="list-style-type: none"> The performer(s) provide evidence of good familiarity with the broader historical background, context, and settings in which the piece would have been performed in period. Copies of the text, music, and/or script, in modern notation or facsimilies of the original, are included in the written documentation as well as other supporting exemplars. A bibliography with citations and other supporting exemplars. 	<ul style="list-style-type: none"> Extensive familiarity with historical background, context, settings and styles of a period performance of the work or similar work, and/or analysis from a performance perspective. Copies of the text, score, etc, in both original and modern notation (if an extant piece), or facsimilies of period examples in their original. Documentation includes a bibliography with full citations, and if applicable, early drafts and/or considerable discussion of the reconstruction or composition process. 	