

ARTemisia Arts and Sciences Competition - Performance

Entrant:

Judge's Name _____

Item:

Category:

Judge's Signature _____

Authenticity:

Efforts to achieve a completely authentic performance will score best. Judge on appropriateness, cultural consistency, and period effect. This is balanced with creativity in materials and methods. When authenticity is not available, was a creative substitute used to give a period effect?

Note: It is not required to go to significant efforts to create from scratch a performance piece or materials/tools/etc. to achieve a high score. Also, no markdowns should be taken for items such as gender on the part of the performer with regard to period practice.

1. Rate the overall authenticity of the performance: _____ (1-4)	
<input type="checkbox"/> Overall, was style, technique, and form used to create a unique original performance in the style of a period performance, or an accurate reproduction of a period performance? <input type="checkbox"/> Would this performance have been out of place if transported back to its original place and time?	1-2: The performance had a limited period look and feel. 3-4: The performance could have been mistaken for a period performance, with creative personalization not detracting from the period look and feel.
2. Rate the overall authenticity of the style of performance: _____ (1-6)	
<input type="checkbox"/> Was the format and style of the overall performance consistent with descriptions/ depictions of period examples in similar contexts where possible? <input type="checkbox"/> Were the language, techniques, movements, themes, and concepts as accurate as possible to the time and culture of the original piece? <input type="checkbox"/> If the performance is on current SCA subject matter, how well did it reflect a particular period style (vs. a modern tune/style)? <input type="checkbox"/> If alterations or substitutions are made from the period source material, were they reasonable (or do they detract from the performance)?	1-2: The style used was modern or not consistent with period descriptions. 3-4: Some mixture of period and modern style elements or creative substitutions that may have detracted from the performance 5-6: The performance stuck closely to period style (or the closest modern equivalent if not available/safe/reasonable/etc.)
3. Rate the overall authenticity of the mediums used: _____ (1-4)	
<input type="checkbox"/> Were the instruments, props and other tools (as well as key aesthetic items) as accurate as possible to the time and cultural of the original piece. <input type="checkbox"/> If period appropriate elements were not available (or prohibitive due to cost, safety, etc), were reasonable substitutions made? Did any substitutions detract from the overall appearance and feel of the piece, or did they enhance it? Note: Excessive weight should not be placed on costume (unless they are a key element), especially of group performances.	1-2: The mediums used were not period appropriate or reasonable substitutions. 3-4: Performance used period mediums (or their closest modern equivalent if not available/safe/etc.)
4. Rate the internal consistency of the project: _____ (1-2)	
<input type="checkbox"/> If an entry combined style and elements from multiple sources, was the resultant performance consistent? (Or were elements from disparate times/places combined?) Note: Many elements/time periods have limited extant examples. We are evaluating internal consistency over a reasonable broad time/culture range.	1: Elements of the piece were all very modern or had internal inconsistencies that detracted from the overall period effect. 2: Style, materials, tools, and techniques were aligned to be consistent to a similar time and culture.
5. Bonus: Does the authenticity of this project go above and beyond reasonable requirements? (check for areas that excelled) _____ (0-2)	
<input type="checkbox"/> Special care to enhance authenticity of additional elements (e.g. period instrumental accompaniment, period costumes or props, etc.) <input type="checkbox"/> Overall performance was extremely authentic, with care to all elements. <input type="checkbox"/> Particular efforts to ensure that creative personalization meshed well with the authenticity of the performance.	0: Authenticity showed no above and beyond efforts. 1: Authenticity exceeded requirements in one bonus area 2: Authenticity exceeded requirements in more than one bonus area

Difficulty:

The goal here is to rate the difficulty of the attempt without considering the achieved result. Compare the efforts to similar efforts in the same category. Difficulty comes in many forms and performances do not all have the same types of difficulty.

6. Rate the difficulty attempted with respect to the skill required: _____ (1-6)	
<input type="checkbox"/> Would the skill required to give the performance take significant effort/practice/training to master? (e.g. Mastery of instruments, dance techniques or skills shown) How hard was the most difficult skill shown? <input type="checkbox"/> Did the performance require skill in multiple different techniques to complete? <input type="checkbox"/> Were a variety of skills and a breadth of knowledge and competence required for the performance? <input type="checkbox"/> Were the composition and design elements difficult or intricate to enact, requiring skill and attention to detail? <input type="checkbox"/> Did one or more techniques require experimentation or iteration to get correct?	<p>1-2: Skills and techniques required for performance would be relatively basic.</p> <p>3-4: Multiple skills and techniques were required for performance or would need some amount of effort/practice/variety/experimentation.</p> <p>5-6: Multiple skills and techniques were required for performance and would need significant effort/practice/variety/experimentation.</p>
7. Rate the difficulty attempted with respect to the variety of elements shown: _____ (1-6)	
<input type="checkbox"/> Were multiple pieces/sections to the performance? <input type="checkbox"/> Were multiple skills/techniques required for this performance? <input type="checkbox"/> With regard to elements that would be difficult to perform, were there many or few difficult elements? <input type="checkbox"/> Were the composition and design elements difficult or intricate to enact, requiring rehearsal and attention to detail? <input type="checkbox"/> Were there multiple performers, requiring significant group rehearsal beforehand?	<p>1-2: The variety of elements were minimal compared to other projects in the same category.</p> <p>3-4: The variety of elements were moderate requiring some amount of time required to master.</p> <p>5-6: The variety of elements demonstrated an extremely complex performance with significant time required to master.</p>
8. Rate the difficulty attempted with respect to the materials, tools, and collaboration: _____ (1-2)	
<input type="checkbox"/> Was the performance planned with elements that were simple to obtain/use or that required more effort to obtain/master? Examples may be instruments used, props, tools, live music. <input type="checkbox"/> Was the performance a group entry, with coordination needed on timing, parts, or choreography?	<p>1: Elements used were easily available/modern and tools/instruments/elements used were quick/modern compared to possible period practices.</p> <p>2: Elements and/or tools/materials/collaboration planned added additional difficulty (up to the extent reasonable for this entry).</p>
9. Rate the research required by the entrant to complete this item: _____ (1-2)	
<input type="checkbox"/> Did the performance require several advanced components to be developed experimentally (e.g. a dance redacted from a manual and music composed)? <input type="checkbox"/> Was research of exceptional depth performed?	<p>1: The entry was planned/completed using modern score/choreography/etc. with no reference to period sources.</p> <p>2: The entry was planned/completed using numerous period sources possibly combined with modern interpretations such as experimentation, class notes or other secondary sources.</p>
10. Bonus: Does the difficulty of this project go above and beyond reasonable requirements? (check for areas that excelled) _____ (0-2)	
<input type="checkbox"/> Exceptional variety or difficulty of skills required <input type="checkbox"/> Exceptional effort was put into creating or obtaining materials, tools and collaboration. <input type="checkbox"/> Extremely intricate performance, with much effort required to master. <input type="checkbox"/> Ensemble performance with significant work required to achieve good timing, parts, choreography, or balance. <input type="checkbox"/> Exceptional depth of research was shown or required.	<p>0: Difficulty showed no above and beyond efforts.</p> <p>1: Difficulty exceeded requirements in one bonus area</p> <p>2: Difficulty exceeded requirements in more than one bonus area!</p>

Workmanship:

The goal here is to rate the workmanship of the performance without weight to difficulty or excessive weight to authenticity. Keep in mind that not all venues are wonderful for performance and that the performer must work within those issues (noise, space, etc.)

11. Rate the degree to which the performance meets its intended function: _____ (1-6)	
<input type="checkbox"/> Did the performance evoke an emotional or educational response appropriate for the piece? <input type="checkbox"/> Did the performance get audience participation or engagement?	1-2: Performance did not evoke an appropriate response and did not get audience engagement. 3-4: Performance evoked some appropriate response or generated some engagement. 5-6: Performance evoked a significance response and generated significant audience engagement.
12. Rate the degree to which the performance demonstrates competence with the chosen instruments/tools/techniques: _____ (1-6)	
<input type="checkbox"/> Was the performance generally well done (for the nature of the performance)? <input type="checkbox"/> Was it audible? <input type="checkbox"/> On key/In tune? <input type="checkbox"/> On beat? <input type="checkbox"/> Done with reasonable speed? <input type="checkbox"/> Done with good stage presence? <input type="checkbox"/> Well pronounced? <input type="checkbox"/> Well-choreographed? <input type="checkbox"/> Done with precision?	1-3: Performance needed additional work, with few key techniques showing mastery. 4-6: Performance was on point, with most key techniques (for the nature of the piece) well-done.
13. Rate the degree to which the performance is properly finished: _____ (1-4)	
<input type="checkbox"/> Was the performance generally well finished (for the nature of the performance)? <input type="checkbox"/> Was it: Done with good modulation? <input type="checkbox"/> Done with appropriate emotion and characterization? <input type="checkbox"/> Done professionally if there were errors? <input type="checkbox"/> Done with eye contact if appropriate? <input type="checkbox"/> Fluid (vs stop/start)?	1-2: Performance needed additional finishing, with finer points needing polish. 3-4: Performance was well finished.
14. Bonus: Does the workmanship of this pro performance go above and beyond reasonable requirements? (check for areas that excelled) _____ (0-2)	
<input type="checkbox"/> Performance evoked an extreme emotional reaction, or was extremely educational. <input type="checkbox"/> Performance showed mastery in all key techniques, with precision and accuracy. <input type="checkbox"/> Fine points of performance were extremely on-point.	0: Workmanship showed no above and beyond efforts. 1: Workmanship exceeded requirements in one bonus area 2: Workmanship exceeded requirements in more than one bonus area

Display:

The goal is to rate the effectiveness of the Display in how well it allowed the observer to view and learn about the performance. Elaborate displays may be eligible for bonus points but are not required.

15. Rate how well the display provides necessary labeling and documentation: _____ (0-1)	
<input type="checkbox"/> Are at least three copies of the documentation provided? <input type="checkbox"/> Are any safety concerns clearly labeled?	0: No 1: Yes
16. Rate how well the display allows the observer to easily view the performance: _____ (0-1)	
<input type="checkbox"/> Was the performance (and any supporting material) easy to see/hear? <input type="checkbox"/> Within the limitations of the site, was stage setup, blocking, any introductions, and the performance itself done in such a way that the judges could easily access the material?	0: No 1: Yes
17. Rate how well the display helps to enhance the understanding of the performance: _____ (0-2)	
<input type="checkbox"/> Did the performance include an introduction (and/or and other display elements) to explain what the audience and judges are about to see? <input type="checkbox"/> Did the introduction (and/or and other display elements) help to "set the stage" and put the performance into historical context? <input type="checkbox"/> Other elements may include signage, warm-up, costumes, a Q&A or repetition of performance elements, and more.	0: No 1: Somewhat 2: Yes
18. Bonus: Does the display of this project go above and beyond reasonable requirements? (check for areas that excelled) _____ (0-2)	
<input type="checkbox"/> The display helped communicate details from various steps of the process. <input type="checkbox"/> The display was interactive and worked to educate the observer. <input type="checkbox"/> The display went above and beyond in allowing the observer to view or interact with the entry.	0: Display showed no above and beyond efforts. 1: Display exceeded requirements in one bonus area 2: Display exceeded requirements in more than one bonus area

Documentation:

The goal in this category is to rate how well the entrant provided the information necessary to support their performance. This category score should not be significantly affected by grammar, spelling or specific style/formats as long as the required information is present and accessible.

19. Rate how well the documentation includes: who, what, where, when, why, and how: _____ (1-4)	
<input type="checkbox"/> What is it? What was the performance like in period? Does it include source materials that were the historical basis for the planned performance? <input type="checkbox"/> Where was the country/region of origin? <input type="checkbox"/> When was the time period it was performed? <input type="checkbox"/> Who performed it in period? Why was it performed in period? <input type="checkbox"/> Why did the entrant create the performance? <input type="checkbox"/> How was it performed in period? <input type="checkbox"/> How did/will the entrant perform it? (Types of materials, techniques, and tools) <input type="checkbox"/> Are explanations given for why any substitutions/compromises were made in materials/tools/techniques?	1-2: Up to half of the questions were answered in the documentation. 3-4: Most/all of the questions were answered in the documentation. (Checkmarks next to the questions to the left are helpful to the entrant.)
20. Rate the extent that the documentation includes the planned performance itself: _____ (0-2)	
<input type="checkbox"/> Does the documentation include a copy of the score/script/choreography any other needed details so that the judge can determine if what was performed was what was intended?	0: No 1: Somewhat 2: Yes
21. Rate the sources used in the documentation: _____ (0-2)	
<input type="checkbox"/> Does the information presented trace back to reliable sources? Primary and secondary sources are preferred. (e.g. Museum collection items and research books rather than Pinterest and Wikipedia) <input type="checkbox"/> Do the sources used relate to and support the entry? <input type="checkbox"/> Is information appropriately cited? (i.e. Can you tell where the information came from? How to find it again?) <input type="checkbox"/> Is there a bibliography of some sort?	0: No 1: Somewhat 2: Yes
22. Rate the extent that the documentation was organized and legible: _____ (0-2)	
<input type="checkbox"/> Does it include lists of tools, materials, intermediate steps? <input type="checkbox"/> Does it include visuals, if possible, to show the entry in use or otherwise put it into historical perspective? <input type="checkbox"/> Is the documentation generally relevant to the entry?	0: No 1: Somewhat 2: Yes
23. Bonus: Does the documentation of this project go above and beyond reasonable requirements? (check for areas that excelled) _____ (0-2)	
<input type="checkbox"/> Has extra effort been put into detailed steps/techniques/pictures? <input type="checkbox"/> Does the documentation show significant research? <input type="checkbox"/> Does the documentation give insight into the item with extra details on period practice or use? <input type="checkbox"/> Is the documentation of publishable quality?	0: Documentation showed no above and beyond efforts. 1: Documentation exceeded requirements in one bonus area 2: Documentation exceeded requirements in more than one bonus area

Overall / Judges Observations:

The goal here is to allow for judge's observations. Points may be awarded here as desired.

24. Rate your overall impression of the entry: _____ (1-6)
<p>This is the judge's subjective score. Things that you might consider:</p> <ul style="list-style-type: none"> ➤ Did you like the performance? ➤ Did the performance entertain, educate or evoke an emotional response? ➤ Is there a unique or outstanding display or attempt at period presentation? ➤ Is the entry a logical creative endeavor within a period methodology (creativity/individuality)? ➤ Are design &/or stylistic elements well-conceived and delivered? ➤ Entrant made an outstanding impression and an exceptional product. WOW!! ➤ Did any aspect of the judging areas (Documentation, authenticity, difficulty, workmanship) impress you as above and beyond? ➤ Was the documentation extremely thorough and informative?

Average scores for achievement ranking (multiply times number of judges):		
Rank	With Doc score	Without Doc score included
Notable	1-48	1-41
Exceptional	49-55	42-47
Superior	56-62	48-53
Masterpiece	63-70	54-60

Total Score: _____ **out of 70**

Score Check
