Oregon Regional Events

Pantomime

Round Ranking: 1ST   2ND   3RD   X

SKILLS	4 │ Superior Above standard	3 │ Excellent At standard	2 │ Good Near standard	1 │ Fair Aspiring to standard	TOTAL
Acting Transitions Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit. **Comment:**	**Clear articulation** of name and selection; **intuitive transition** into and between characters, **distinctive final moment and transition** out of character into exit.	**Clear articulation** of name and selection; **recognizable transition** into and between characters, final moment and into exit.	**Moderately clear** articulation of name and selection; **transition** into and between characters and/or final moment **may or may not be present.**	**Unclear articulation** of name and selection; **transitions** into and between characters and/or final moment are **not evident**.	
Characterization Objectives / Relationships **Comment:**	Characters have strong and active objectives that consistently drive the scene. Characters are uniquely aware of each other and are responding truthfully in the moment.	Characters have a clear objective and a high level of awareness of each other, but may lack crucial insight, a sense of connection, spontaneity, or a keen sense of chemistry of the scene.	Characters have a semblance of purpose, but it does not seem crucial to the action of the scene. Action is not always dependent on character interaction.	Characters lack clear objectives, hindering the understanding of the scene. Actors are working independently of each other or not truthfully within the given circumstances.	
Object Permanence **Comment:**	The actors demonstrate a high level of mime accuracy, variety and consistency in a way that enhances the scene.	Actors demonstrate solid pantomime skill, but lack notable variety or range.	Actors demonstrate adequate pantomime skills with some lapses in consistency of objects created.	Actors are struggling with either accuracy or consistency.	
Movement/Staging Physicality / Blocking **Comment:**	Actors inhabit their characters from head to toe. The physical relationship of characters consistently provides insight into the scene.	Actors have clear choices in physicality with some lapses in engagement or control. Blocking is motivated but lacks creativity or depth of insight into the scene.	While comfortable on stage, actors lack clear choices in physicality appropriate to the given circumstances. Blocking and movements at times static or lacking clear motivation.	Actors' sense of character is cliché or stilted, a caricature rather than an actual person. Blocking seems mechanical and lacks a clear motivation.	
Execution Tactics / Dynamics **Comment:**	Characters' tactics change dynamically as the scene progresses in direct response to other characters or the situation. Subtleties in timing and pace create dramatic tension.	The characters use a variety of tactics, consistent with the scene, to achieve their purpose. The timing and pace of the scene is consistent with the intention of the scene.	Characters have a semblance of tactics but they may seem inconsistent or not understandable in the context of the scene. While the scene moves along at an appropriate pace it may lack the kinds of peaks and valleys that would make it dynamic.	Characters lack clear tactics causing the scene to remain static. Actors at times confused about what their character is doing. The scene is static, making the story uninteresting or difficult to understand.	
RATING (Please circle)	4 │ Superior (20-18)	3 │ Excellent (17-13)	2 │ Good (12-8)	1 │ Fair (7-5)	TOTAL

Judge's name (Please print)

Judge's signature

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, TH:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources