

OPEN: Performance		Entrant name: Project:		Check if youth entry: <input type="checkbox"/>
Background Information	References:	Description:	Form and Technique:	Historic Context:
<p>Up to 10 Points</p> <p>Each item is worth 1 point</p> <p><i>* Standard style strongly recommended but not required (MLA, APA, Chicago, etc.)</i></p>	<ul style="list-style-type: none"> Five sources minimum, cited consistently* Uses secondary and/or scholarly sources (exhibit materials, textbooks, museum blogs, etc.), primary sources strongly encouraged if available. Includes a copy of the piece for the judges to reference during the performance (text recited, sheet music, dance steps from manual, etc.) 	<ul style="list-style-type: none"> Names and provides a basic description of the period piece Describes the piece's time/place within the SCA timeframe, who wrote it (if applicable), who would have performed it 	<ul style="list-style-type: none"> Discusses any variations in forms for this genre of performance piece Discusses any applicable techniques that were involved (e.g. vibrato, rhyming scheme, dance steps) in a period performance If applicable, discusses how any instruments, costumes, accessories, used to perform such a piece in period relate to its time/place 	<ul style="list-style-type: none"> Notes which (if any) aspects of the period performance are unknown due to transmission methods Discusses the larger social purpose or context in which the piece was performed (was its function religious, educational, entertainment, all of the above, etc.? Who was the typical audience?)
				<p>Use whole or half points only</p> <p>BACKGROUND INFORMATION POINTS:</p> <p>/10</p>

Structure	1 Point	2 Points	3 Points	4 Points
<p>Up to 6 Points</p> <p>Select best fit from columns at right</p>	Lists all structural elements of the entry: Voice, musical instrument(s), props, number/physical attributes of performers, etc.	...AND explains any deviations and/or substitutions of structural elements used in entry	...AND discusses the effect(s) deviations or substitutions might have on the quality or other characteristics of the entry item (if applicable)	<p>...AND all structural elements used for the entry accurately reproduce the important characteristics of the period performance. Substitutions do not affect the sound and/or visual impact of the piece.</p> <p>...OR all structural elements used are period and correct for the performance</p>
				<p>Use whole or half points only</p> <p>STRUCTURE POINTS:</p> <p>/4</p>

Creative Process	1 Point	2 Points	3 Points	4 Points	
<p>Up to 5 Points:</p> <p>Select best fit from columns at right</p> <p><i>*Note that the entrant may have had to learn new skills: This may not be apparent from the entry</i></p>	<p>Entrant outlines the basic method used to prepare the performance</p>	<p>Entrant describes process and methods for preparing the piece in some detail, including how they selected the piece and determined what structural elements to incorporate</p>	<p>Entrant explains all steps in the process, including research, composition or choreography/physical score, rehearsal, and refinement</p>	<p>...AND entrant discusses the development of any specific processes or skills needed to prepare the performance or one of its elements*</p>	<p>Use whole or half points only</p>
			<p>...AND/OR entrant discusses knowledge gained, such as improvements or changes that could refine this type of project in the future</p>	<p>MANUFACTURE POINTS:</p> <p>/4</p>	

Craft	1-2 Points	3-4 Points	5-6 Points	7-8 Points	9-10 Points	
<p>Up to 5 points:</p> <p>Select best fit from columns at right</p>	<p>Entrant was unable to complete the performance</p>	<p>The piece was performed in its entirety but lacked smooth execution; may have had issues with volume, pronunciation, or memorization (if applicable).</p>	<p>Performance is smooth; audible elements are clear, and physical elements are cleanly executed</p>	<p>Performance is executed smoothly and confidently; all components work well together; performer has stage presence (if appropriate)</p>	<p>Performance is well-practiced and engaging. Musical and oral performances are clearly audible and make excellent use of expressiveness, phrasing, dynamics, and diction. Physical performances are executed with grace and confidence. Embellishments are historically appropriate.</p>	<p>Use whole or half points only</p> <p>CRAFT POINTS:</p> <p>/10</p>

Historic Aesthetic	1 Point	2 Points	3 Points	4 Points	5 Points	6 Points	
Up to 5 points: Select best fit from columns at right	The piece is not related to historical examples	The performance includes many modern elements but attempts to imitate a historical style or form	The performance creates an overall experience that is historically appropriate using modern elements, such as modern instruments and/or anachronistic language	The performance creates an overall experience that is historically appropriate with few modern elements	The piece adheres closely to period examples and instruments and props are appropriate to the time and place	The performance is entirely consistent with historical examples, including the appearance of the performers, instruments, and setting (as appropriate)	Use whole or half points only
							HISTORIC AESTHETIC POINTS: /6

Complexity	1 Point	2 Points	3 Points	4-5 Points	5-6 Points	
Up to 6 points: Select best fit from columns at right	Performance has few simple components (solo with simple melody, dance with simple steps)	Performance includes more than one component (multiple voices, instruments) but is not technically challenging	Performance involves several components or techniques; includes some technically challenging elements	Performance involves several components or techniques; includes many technically challenging elements	... AND entry required extensive experimentation, skill acquisition, OR research to inform the project (translation from dance manual in a foreign language, etc.)	Use whole or half points only
	And/or: Performance is based on widely available information	And/or: Performance is based on existing documentation that required no adaptation or additional composition or choreography	And/or: Performance involved some composition or choreography skills	And/or: Performance involved more advanced composition or choreography skills or required the entrant to learn or develop a new skill.	And/or: Entrant composed or choreographed a complex piece or created a substantial portion of the physical components (props, costumes, instruments)	COMPLEXITY POINTS: /6

Judge's Name:

Judge's Comments:

Add prior subtotals
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Judge's Discretion: up to 3 points

Judges may award for excellence in aspects not covered by the rubric or for going above and beyond in one or more areas

BACKGROUND INFORMATION 10	
STRUCTURE 4	
CREATIVE PROCESS 4	
CRAFT 10	
HISTORIC AESTHETIC 6	
COMPLEXITY 6	
JUDGE'S DISCRETION 3	
TOTAL POINTS	/ 40