

# Kingdom Arts & Sciences Championship

Judging Form - Pure Composition Spoken Word

Artist Name:	
Entry:	Total Score: /100
Branch:	Date:
Judge:	Judge's Email:

## Instructions for judges:

- For each question, use a highlighter to mark any terms that apply to the artist
- Then, circle the box in each row that indicates the point value you wish to assign for that question
- Please do not use half points They will be rounded down

<b>Historical Accuracy/Authenticity:</b> Describes the period appropriateness of the performance. The logical and reasonable substitution of modern instruments and/or techniques are permissible when there are issues of prohibitive cost, or material unavailability.							<b>Bonus</b>
		1	2	3	4	5	6
<b>1. Period Aesthetic</b> Does the composition conform to a known period format, structure, form, style and sound (rhyme scheme, meter, language, pacing, cadence) with choices supported convincingly? Is it consistent with period examples?	No attempt made	The composition is largely modern in format, style, structure and sound	The composition sounds historical, but it is still more modern in format, style, structure and sound	The composition is a roughly equal blend of modern and historical format, style, structure and sound	The composition may have had a few slightly modern characteristics but is largely historical in format, style, structure and sound	The composition was completely historical in overall format, style, structure and sound	The composition would be indistinguishable from an authentically historical piece in all aspects

		1	2	3	4	5	6
<p><b>2. Detail:</b> To what extent does the Author use techniques appropriate to the genre within any given section, such as alliteration, kennings, metaphor, allegory, repetition, rhyme scheme, soliloquy, rhythm, imagery, tone...)</p>	No attempt made	The Author attempted to use some period techniques	The Author used some period compositional techniques	The Author used period compositional techniques appropriate to the genre	The Author consistently used compositional techniques appropriate to the genre	The Author showed a nuanced understanding of the available period techniques in the genre	The style of the composition would be indistinguishable from an authentically historical piece in all aspects
<p><b>3. Structure:</b> To what extent does the composition conform to a known period format and structure? Is it consistent with period examples?</p>	No attempt made	The Author attempted some elements of a period compositional structure	The Author used some elements of a period compositional structure	The Author's composition generally conforms to a known period structure	The Author's composition conforms to a known period structure and is generally consistent with period examples	The Author's composition conforms to a known period structure in every way, is consistent with period examples, and shows a nuanced understanding of that structure and its use	The Author's composition would be indistinguishable from an authentically historical piece in all structural aspects

**Comments on Historical Accuracy / Authenticity:**

<b>Documentation:</b> Documentation tells how we know what is historically authentic, when and where it was performed, and establishes the context of all aspects of the performance.							<b>Bonus</b>
		1	2	3	4	5	6
<b>4. Organization:</b> Overall, is the documentation coherent, well-organized, and easy to follow? (Include how well citations and references are incorporated into the text )	No attempt made	Documentation lacks organization or is difficult to follow, includes minimal in-text citations and/or references	Documentation is somewhat organized and includes some in-text citations and a reference list that follows a standard format	Documentation is sufficiently organized, easy to follow, and includes in-text citations and a reference list that follows a standard format	Documentation is well organized, easy to follow, and includes in-text citations and a reference list that follows a standard format	Documentation is exceptionally well organized, easy to follow, and includes numerous in-text citations and a reference list that follows a standard format	Documentation is of a publishable level
<b>5. Research:</b> Based on the evidence in the documentation, how thoroughly did the Performer research this performance? Include breadth and depth of research, quality of sources used (including primary, secondary, scholarly, etc ) and evidence of the Performer's interpretive process of sources / supporting material.	No attempt made	Documentation suggests only a cursory level of research, little depth or breadth Few or no primary or scholarly sources consulted  Little evidence of interpretation of sources	Documentation shows some evidence of either breadth or depth of research Majority of sources cited are secondary or non-scholarly  Little or some evidence of interpretation of sources	Documentation shows the Performer is working toward depth and breadth of research At least some primary or reputable scholarly resources cited  Some interpretation of sources is evident	Documentation shows research with some depth and breadth Sources used are generally high-quality, including primary and scholarly sources  Some interpretation of sources is evident	Documentation shows very thorough research with both depth and breadth Sources used are consistently high-quality, with an abundance of primary sources  The Performer did extensive interpretation of sources	Documentation presents new research conducted that extends upon what is known in the field or draws upon sources that were previously not generally known of or available
		1	2	3	4	5	6
<b>6. Connection (between</b>	No attempt	Documentation makes general	Documentation includes basic	Documentation is adequate to	Documentation is effectively	The performance is	Documentation is of a

<p><b>documentation and composition):</b> How well does this documentation support the composition? Is the composition itself clearly supported by the documentation given? Is the link between research and the composition clear?</p>	made	<p>reference to the composition</p> <p>The Composer makes little connection between research and their performance</p>	<p>support for the composition</p> <p>The Composer makes minimal connection between their research and their performance</p>	<p>support the performance</p> <p>The Composer makes a basic connection between their research and their performance</p>	<p>used to support the performance</p> <p>The Composer demonstrated a significant connection between their research and their performance</p>	<p>clearly and thoroughly supported by the Documentation</p> <p>The Composer's process was clearly informed by their research at every step, which is evident in reading documentation</p>	publishable level
<p><b>7. Explanation (of composition):</b> To what degree does the documentation describe the process used to create the composition?</p> <p>Documentation should cover how the Author created their piece as well as how it would have been done historically.</p>	No attempt made	<p>Little of the Performer's process for creating their composition is included</p> <p>Few of the creation choices are explained and/or justified.</p>	<p>Some of the Performer's process for creating their composition is included</p> <p>Some of the recreation choices are explained and justified.</p>	<p>Much of the Performer's process for creating their composition is included</p> <p>Many of the recreation choices are explained and justified.</p>	<p>All of the Performer's process for creating their performance is included.</p> <p>Most of the recreation choices are explained and justified.</p>	<p>All of the Performer's process for creating their performance is included in such detail another person could recreate it themselves.</p> <p>All recreation choices are clearly explained &amp; thoroughly justified.</p>	Documentation is of a publishable level.
<p><b>Comments on Documentation:</b></p>							

<p><b>Technical Ability:</b> The level of mastery of the period appropriate skill set necessary to create this composition.</p>	<p><b>Bonus</b></p>
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		1	2	3	4	5	6
<p><b>8. Accuracy:</b> Did the composition meet the requirements of the form and style?</p>	No attempt made	The composition might have met a few of the requirements, but significant parts did not match stated form and style	The composition met some of the requirements but several parts of the stated form and style may be missing	The composition met the requirements enough to give a general sense of the form and style	The composition fully met the requirements of the form and style, with no significant errors	The composition showed a detailed and nuanced understanding of the form and style	The composition showed a detailed and nuanced understanding of the form and style, and went beyond in some significant way
<p><b>9. Subtlety:</b> To what extent did the Author skillfully execute the details of the composition? Does every line stand by itself?</p> <p>Consider imagery, staging, setting, poetic devices, tone, cadence, use of language and word arrangement...</p>	No attempt made	The Author attempted to use some of the techniques of the genre	The Author used some of the techniques of the genre correctly	The Author used the most important techniques of the genre correctly	The Author skillfully used the techniques of the genre to enhance the quality of the composition	The Author expertly used the techniques of the genre to profoundly enhance the quality of the piece	The Author expertly used the techniques of the genre to profoundly enhance the quality of the composition, and went beyond in some significant way
		1	2	3	4	5	6
<b>10. Structure:</b>	No	The Author	The Author	The Author	The Author	The Author	The Author

<p>To what extent did the author skillfully execute the structural elements of the composition?</p> <p>Consider poetic devices, form, word arrangement, point of view, pacing, length, etc and ways in which the piece exemplifies or expands the possibilities of the form.</p>	<p>attempt made</p>	<p>attempted some of the structural elements</p>	<p>successfully executed some of the structural elements</p>	<p>successfully executed the main structural elements of the composition</p>	<p>successfully executed the structural elements and skillfully used them to enhance the quality of the composition</p>	<p>made expert use of the structural elements to enhance the quality of the composition in ways that exemplify or expand the possibilities of the form</p>	<p>made expert use of the structural elements to enhance the quality of the composition in ways that exemplify or expand the possibilities of the form, and went beyond in some significant way</p>
<p><b>11. Performability:</b> How well suited is the composition for performance?</p> <p>Consider setting, blocking requirements, potentially awkward language, flow, length, etc.</p>	<p>This piece is not performable</p>	<p>The composition could be performed but not smoothly</p>	<p>The composition is somewhat performable but there are parts that would be stilted or unnecessarily challenging</p>	<p>The composition is performable</p>	<p>The composition is notably well-designed from a performability standpoint</p>	<p>The composition is expertly arranged to facilitate seamless blocking, with excellent word-flow and well-timed transitions</p>	<p>The composition is expertly arranged to facilitate seamless blocking, with excellent word-flow and well-timed transitions, and goes beyond in some significant way</p>
<p><b>Comments on Technical Ability:</b></p>							

<p><b>Difficulty/Complexity:</b> Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the performance. The complexity of a piece should be considered within the context of the genre of the piece rather than in terms of the complexity of other performances in the competition</p>	<p><b>Bonus</b></p>
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		1	2	3	4	5	6
<p><b>12. Scope:</b> How big an undertaking is this? Is it an epic ballad or a limerick? A single scene or an entire play? A sonnet or an epigram?</p> <p>Consider the overall quantity of work involved: length, number of stanzas, characters and staging, through-composed vs repetition, scope &amp; size of the composition, translation, research &amp; extrapolation required, time, practice, drafting and re-writing and other supporting work</p>	No prep or skills needed	This composition could be composed quickly with minimal effort, such as a simple nursery rhyme or epigram	This composition could be composed with a small amount of time and effort, such as a limerick or riddle	This composition could be composed with a moderate amount of time and effort, such as a ballad or sonnet	This composition requires a large amount of time and effort to create, such as a short ballad or sonnet sequence with complex textual components	This composition requires a very large amount of time and effort to create, such as a play, epic ballad or tale with multiple parts	This composition requires an exceptionally large amount of time and effort to create, such as a full play complete with staging etc or multi-stanza epic balladry
		1	2	3	4	5	6
<p><b>13. Complexity of Details:</b> How complex are the individual lines?</p>	Not at all complex	The individual lines of this composition have little to no	The individual lines of this composition have a small	The individual lines of this composition have a moderate	The individual lines of this composition have a large	The individual lines of this composition have an	The individual lines of this composition have an

Consider language, metre, rhyme, length, rhythm, complex style patterns, scansion etc		rhythmic or melodic complexity	amount of rhythmic or melodic complexity	amount of rhythmic and melodic complexity	amount of rhythmic and melodic complexity	exceptional amount of rhythmic and melodic complexity	exceptional amount of rhythmic and melodic complexity, and go beyond in some significant way It would be a challenging and exciting piece for expert performers
<b>14. Interaction of Elements:</b> How complex are the compositional elements?  Consider kennings, couplets, quatrains, imagery, language, alliteration, assonance, dissonance, euphony, rhyme, rhythm, verse, scansion, stanza, length, emotion, colour	No skill required	The composition has no significant interaction of elements such as a free verse epigram or epitaph	The composition has minimal interaction of elements, such as a typical limerick, riddle or epigram	The composition has moderate interaction of elements, such as ballad, ballade, ode, villanelle, triolet, rondeau or sonnet	The composition involves complex interaction of elements, such as in a sestina, story or sonnet sequence	The composition involves highly advanced interactions of elements, such as in a play or epic poetry or complex tales	The composition involves extraordinarily complex interactions of elements, at the level of the most complex pieces written in period
<b>Comments on Difficulty/Complexity:</b>							

Artistic Merit							Bonus
		1	2	3	4	5	6
15. Creativity:	No	The composition	The composition	The composition	The content of	Fresh ideas and	Fresh ideas and



To what extent does the Author bring original ideas or content to the work? Is the work more than a carbon copy of extant material? Are all elements of the composition original to the composer (as opposed to a filk?)	attempt made	is clearly derivative of existing work, or variation on existing work where little has changed	is somewhat derivative of existing work, with text that closely follows an existing piece	is fully original to the Author and similar to other work in the genre	the composition stands out from other work in the genre in some significant way	content set this composition apart from others in the genre in profound ways	content set this composition apart from others in the genre in profound ways, and go beyond in some significant way
<b>16. Aesthetics:</b> Is the dramatic, scenic & textual content of the composition executed in a way that enhances its beauty, appeal, or impact?	No attempt made	The Author attempted to craft the composition in a way that would add to its aesthetic value	The Author crafted the composition in a way that added slightly to its aesthetic value	The Author crafted the composition in a way that added moderately to its aesthetic value	The Author crafted the composition in a way that added significantly to its aesthetic value	The Author crafted the composition in a way that added profoundly to its aesthetic value	The Author crafted the composition in a way that added profoundly to its aesthetic value, and went beyond in some way
<b>17. Impact:</b> Is it moving, inspirational, humorous or transporting, as appropriate to the intention of the Author?  <i>(Do not consider whether it is period )</i>	No attempt made	The Author attempted to create an impactful composition	The composition was mildly impactful	The composition was moderately impactful	The composition was significantly impactful	The composition was profoundly impactful	The composition was profoundly impactful and exceeds expectations for this type of composition
		1	2	3	4	5	6
<b>18. Innovation:</b> How well does the Author execute the form and details of the composition in a new	No attempt made	The compositional style was consistent with common	The compositional style was slightly different from common	The compositional style was recognizably unique to the	The Author applied the chosen form and style in a new and unusual way	The Author used the tools of the chosen form and style to create something new	The Author innovated beyond what could be expected to work

and/or interesting way regardless of whether it is a period form?		examples	examples	composer		and innovative	within the chosen form and style
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**Comments on Artistic Merit:**

Presentation							Bonus
		1	2	3	4	5	6
<b>19. Oral Presentation:</b> How well does the Author present the piece in a way that provides meaningful context and educates the listeners on the piece?	No attempt made	The Author communicated their breadth OR depth of knowledge with basic details to demonstrate their knowledge	The Author communicated their breadth OR depth of knowledge with some details of their knowledge	The Author communicated breadth OR depth by providing details to demonstrate their knowledge	The Author communicated breadth and depth by providing details to demonstrate their knowledge	The Author communicated breadth and depth by providing many details to fully demonstrate their knowledge	The Author communicated breadth and depth by thoroughly communicating their knowledge with many minor details and examples demonstrating their knowledge
		1	2	3	4	5	6
<b>20. Physical format of Manuscript: *</b> Is the manuscript presented in a form that would be conducive to actual	No manuscript	A manuscript was provided but it was unusable	A partially usable manuscript was provided	A usable manuscript was provided	A good quality manuscript was provided	A professional quality manuscript was provided, or a good quality score and period	A very detailed, publishable manuscript was provided and may have also included a score

use by performers? Is it clear, precise, and legible? Is it suitable for publication in its current form?						notation were both provided	in a period notation and/or period presentation beyond what was expected
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*\* Period style manuscript is great but not required. Readability is more important. Be sure to check documentation for possible alternatives provided.*

**Comments on Presentation:**