

Kingdom Bardic Championship

Judging Form - Dance

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.

Historical Accuracy/Authenticity: Describes the period appropriateness of the piece.							Bonus
		1	2	3	4	5	6
1. Historical accuracy: Is the dance demonstrably period—either provably created in period, or if not, is it presented in a period style with choices convincingly supported with historical evidence from period? (<i>Dances which are likely to have been period, but not provably so, and work from just outside of period can still score well if the research and justification are convincing.</i>)	No attempt made	The performance was fully post-period in style	The performance was mostly post-period with a few pre-1600 elements	The performance was roughly equal blend of post-period and pre-1600 . Moving towards fully authentic.	The performance may have had slightly post-period characteristics but is largely historical in style	The performance was authentically pre-1600 both in aesthetic and overall style	The performance would be perfectly at home in a pre-1600 historical context

		1	2	3	4	5	6
2. Technique and interpretation: Is the format and style of the overall performance consistent with descriptions/depictions of period examples in similar contexts where possible?	No attempt made	A few of the aspects of the piece (musical arrangement, instrumentation, figures, etc.) were historical	Some of the aspects of the piece were historical	Many of the aspects of the piece were historical	Most of the aspects of the piece were historical	All of the aspects of the piece were historical	All of the aspects of the piece would be perfectly at home in a historical context
3. Period aesthetics: Does this feel like a period performance? Does it incorporate themes and concepts appropriate to its time and place of origin? Alternatively, does the piece show cultural awareness of the events of its point in history?	No attempt made	A few of the techniques used (ornamentation, hand gestures, facial expressions, recognition of rank) in the performance were historical	Some of the techniques used to in the performance were historical	Many of the techniques used in the performance were historical	Most of the techniques used in the performance were historical	All of the techniques used (ornamentation, hand gestures, facial expressions, and recognition of rank) in the performance were historical	All of the techniques used in the performance would be perfectly at home in a historical context
Comments on Historical Accuracy / Authenticity:							

Documentation: 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.

Bonus

		1	2	3	4	5	6
<p>4. Organization: Overall, is the documentation coherent, well-organized, and easy to follow? (Include how well citations and references are incorporated into the text.)</p>	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
<p>5. Research: 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.</p>	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

<p>6. Connection (between documentation and performance): How well does this documentation support the performance? Is the performance itself clearly supported by the documentation given? Is the link between the research and the performance clear?</p>	<p>No attempt made</p>	<p>Documentation makes general reference to the performance</p> <p>The Performer makes little connection between research and their performance</p>	<p>Documentation includes basic support for the performance</p> <p>The Performer makes minimal connection between their research and their performance</p>	<p>Documentation is adequate to support the performance</p> <p>The Performer makes a basic connection between their research and their performance</p>	<p>Documentation is effectively used to support the performance</p> <p>The Performer demonstrated a significant connection between their research and their performance</p>	<p>The performance is clearly and thoroughly supported by the Documentation</p> <p>The Performer's process was clearly informed by their research at every step, which is evident in reading documentation</p>	<p>Documentation is of a publishable level</p>
<p>7. Explanation (of performance): To what degree does the documentation describe the process used to create the performance?</p>	<p>No attempt made</p>	<p>Little of the Performer's process for creating their performance is included</p> <p>Few of the recreation choices are explained and/or justified.</p>	<p>Some of the Performer's process for creating their performance is included</p> <p>Some of the recreation choices are explained and justified.</p>	<p>Much of the Performer's process for creating their performance 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 and thoroughly justified.</p>	<p>Documentation is of a publishable level</p>
<p>Comments on Documentation:</p>							



Technical Ability: The level of mastery of the period appropriate skill set necessary to perform the piece.							Bonus
		1	2	3	4	5	6
8. Accuracy: How well does the Performer perform the piece? Are the steps/rhythms right? Consider movement sharpness, dance memorization, deliberation of movements, on beat, appropriate timing.		The Performer demonstrated mastery of the accuracy of the performance in a few areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in a some areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in many areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in most areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in a all areas of the piece	The Performer went beyond mastery of the accuracy of the performance in some significant way
9. Technique: How well does the Performer demonstrate mastery of period appropriate form, frame, posture, grace, and subtlety.	No attempt made	The Performer demonstrated mastery of the performance in a few areas of the piece	The Performer demonstrated mastery of the performance in a some areas of the piece	The Performer demonstrated mastery of the performance in many areas of the piece	The Performer demonstrated mastery of the performance in most areas of the piece	The Performer demonstrated mastery of the performance in a all areas of the piece	The Performer went beyond mastery of the performance in some significant way
		1	2	3	4	5	6
10. Unity of movement: How well does the Performer demonstrate mastery of period appropriate	No attempt made	The Performer demonstrated unity of movement in a few areas of the	The Performer demonstrated unity of movement in some areas of	The Performer demonstrated unity of movement in many areas of	The Performer demonstrated unity of movement in most areas of	The Performer demonstrated unity of movement in a all areas of the	The Performer went beyond unity of movement in some significant

<p>spacing, flow, transitions, hand movements, clothing usage, and connection of movements?</p>		piece	the piece	the piece	the piece	piece	way
<p>11. Overall Mastery: All in all, just how impressive was this performance?</p>	No attempt made	The Performer demonstrated overall mastery of a few aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of some aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of many aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of most aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of all aspects of the appropriate period aesthetic	The Performer went beyond overall mastery of the period aesthetic in a significant way

Comments on Technical Ability:

<p>Difficulty/Complexity: 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>Bonus</p>
		1	2	3	4	5	6
<p>12. Difficulty of</p>		The techniques, abilities and	The techniques, abilities and	Many of the techniques,	Most of the techniques,	All of the techniques,	All of the techniques,

<p>Format: Does the general vocabulary of this dance form require a lot of training and practice to master? Is there a substantial fitness requirement?</p>		skills used to perform the piece required basic skills	skills used to perform the piece were somewhat challenging	abilities and skills used to perform the piece were challenging	abilities and skills used to perform the piece provided a significant challenge	abilities and skills used to perform the piece provided a significant challenge	abilities & skills used to perform the piece required years of practice & training to achieve the final result
<p>13. Difficulty of Specific Piece: Specifically, how hard is this specific piece to perform in its current version? (How well the entrant actually performed it is scored elsewhere.) Consider technical requirements such as speed, balance, flexibility, strength, complex and layered movements, tempo changes, and ornamentation.</p>		Performing this particular piece required minimal preparation, a few skills, and little specialized knowledge	Performing this particular piece involved some advance preparation OR some specialized skills or knowledge	Performing this particular piece involved some advance preparation AND some specialized skills and knowledge	Performing this particular piece required advance preparation, and a variety of skills and specialized knowledge	Performing this particular piece required extensive preparation, a variety of skills, a breadth of specialized knowledge	Performing this particular piece also required years of practice and training to achieve the final result
		1	2	3	4	5	6
<p>14. Scope: How big a project was this performance? Consider original interpretation of primary sources, extrapolation due to small amount of period information,</p>		Performing this particular piece required minimal extrapolation, little interpretation of primary sources, and little	Performing this particular piece involved some extrapolation, interpretation of primary sources, and/or preparation	Performing this particular piece required more extrapolation, interpretation of primary sources, and/or advance preparation	Performing this particular piece required a lot of extrapolation, interpretation of primary sources, and/or advance preparation	Performing this particular piece required extensive extrapolation, interpretation of primary sources, and/or advance	Performing this particular piece also required years of practice and training to achieve the final result

performing in a group, and other preparation requirements.		preparation				preparation	
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Comments on Difficulty/Complexity:

Artistic Merit							Bonus
		1	2	3	4	5	6
15. Aesthetics: Does the interpretation fit the dance style, the period in which it was performed, the content of the dance? Does it add to the overall presentation?	No attempt made	The Performer's interpretation fit the character and context of the performance in a few aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in some of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in many of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in most of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in all aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in all aspects of the appropriate period aesthetic and went beyond in some significant way
		1	2	3	4	5	6
16. Originality: Did the entrant create, select, or interpret the piece in any new, more detailed, more obscure, or otherwise interesting ways?	No attempt made	The Performer made an attempt to present the performance in either a slightly new, more detailed, more obscure OR	The Performer presented the performance in either a somewhat new, more detailed, more obscure OR otherwise	The Performer presented the performance in either a mostly new, more detailed, more obscure OR otherwise	The Performer presented the performance in a new, more detailed, more obscure OR otherwise interesting way	The Performer presented the performance in a new, more detailed, more obscure AND otherwise interesting way	The Performer presented the performance in a completely new, more detailed, more obscure AND otherwise interesting way

<p>Consider any choices that go beyond what others have done, bringing new knowledge or performance choices to the group e.g. unusual formats, arrangements, research into manuscripts, a previously unknown body of work, creativity, etc.</p>		<p>otherwise interesting way</p>	<p>interesting way</p>	<p>interesting way</p>			<p>which went beyond what the judges felt possible</p>
<p>17. Emotional Impact: How well does the Performer generate an emotional impact in congruence with the presumed intent of the original source? Is the dance appealing?</p>	<p>No attempt made</p>	<p>The Performer made an attempt to convey the emotional content of the piece</p>	<p>The Performer was somewhat able to convey the emotional content of the piece</p>	<p>The Performer was mostly able to convey the emotional content of the piece. The performance evoked the general feeling of the piece</p>	<p>The Performer was able to convey the emotional content of the piece</p>	<p>The Performer was able to convey the emotional content of the piece. The performance showed a nuanced understanding of the composer's presumed intent</p>	<p>The Performer went beyond what one would reasonably expect in conveying the emotional content of the piece</p>
<p>Comments on Artistic Merit:</p>							

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Presentation							Bonus
		1	2	3	4	5	6
<p>18. Setting the Stage: How well does the Performer create the setting for the performance?</p> <p>Consider dance-period appropriate clothing, costumes, props, ambiance, appropriate music choices, introduction.</p>	No attempt made	The Performer made an attempt to create a setting for the performance in a manner appropriate to both the piece and the time period	The Performer was able to somewhat create a setting for the performance in a manner appropriate to both the piece and the time period	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 period-appropriate clothing and/or some costuming, props, in-persona introductions and interactions	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 mostly period-appropriate clothing and/or a lot of costuming, props, in-persona introductions and interactions	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 entirely period-appropriate clothing and/or costuming, props, in-persona introductions and interactions	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
		1	2	3	4	5	6
<p>19. Stage Presence and Audience Engagement: How well does the performer demonstrate poise, confidence, charisma, clarity, awareness of</p>	No attempt made	The performer attempted to demonstrate one or more aspects of stage presence	The performer showed some aspects of stage presence and was partially successful at connecting with the audience	The performer showed a moderate level of stage presence and audience connection	The performer showed notably good stage presence and solidly engaged the audience	The performer showed exceptional stage presence and strongly impacted the audience	The performer showed the stage presence of a true master and profoundly impacted the audience

the space and the people in it, and engage the audience in a manner consistent with the piece?							
20. Oral Presentation and Questions: How well does the Performer provide meaningful context and educate the listeners on the piece?	No attempt made	The Performer communicated their breadth OR depth of knowledge with basic details to demonstrate their knowledge	The Performer communicated their breadth OR depth of knowledge with some details of their knowledge	The Performer communicated breadth OR depth by providing details to demonstrate their knowledge	The Performer communicated breadth and depth by providing details to demonstrate their knowledge	The Performer communicated breadth and depth by providing many details to fully demonstrate their knowledge	The Performer communicated breadth and depth by thoroughly communicating their knowledge with many minor details and examples demonstrating their knowledge
Comments on Presentation:							