

Kingdom Bardic Championship

Judging Form - Visual Performance

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 performance. The logical and reasonable substitution of modern techniques/interpretations are permissible when there are issues of prohibitive cost, or material unavailability.							Bonus
		1	2	3	4	5	6
<p>1.Period aesthetics: Are the disciplines & broad categories of elements/props used in the performance demonstrably period? Does it incorporate themes and concepts appropriate to the time & place where it would be from in period? Alternatively, does the piece show cultural awareness of the events of its point in history?</p>	No attempt made	The performance was fully modern in style	Some effort was made to make the performance seem historical, but predominantly modern	A roughly equal blend of modern and historical performance. Moving towards fully authentic period awareness	The performance may have had slightly modern characteristics but is largely historically accurate	The performance was authentically historic in theme, visual, and cultural awareness	The performance would be perfectly at home in a historical context and goes above expectations of mastery in this category

		1	2	3	4	5	6
2. Presentation 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 presentation and interpretation in the performance were historical	Some of the aspects of the presentation and interpretation were historical	Many of the aspects of the presentation and interpretation were historical	Most of the aspects of the presentation and interpretation were historical	All of the aspects of the presentation and interpretation were historical	All of the aspects of the presentation and interpretation 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
3. Organization: Overall, is the documentation coherent, well organized, & 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
		1	2	3	4	5	6

<p>4. 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>	<p>No attempt made</p>	<p>Documentation suggests only a cursory level of research, little depth or breadth. Few or no primary or scholarly sources consulted</p> <p>Little evidence of interpretation of sources.</p>	<p>Documentation shows some evidence of either breadth or depth of research. Majority of sources cited are secondary or non-scholarly</p> <p>Little or some evidence of interpretation of sources.</p>	<p>Documentation shows the Performer is working toward depth and breadth of research. At least some primary or reputable scholarly resources cited</p> <p>Some interpretation of sources is evident.</p>	<p>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.</p>	<p>Documentation shows very thorough research with both depth and breadth. Sources used are consistently high-quality, with an abundance of primary sources</p> <p>The Performer did extensive interpretation of sources.</p>	<p>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</p>
<p>5. 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>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>6. Explanation</p>	<p>No attempt</p>	<p>Little of the Performer's</p>	<p>Some of the Performer's</p>	<p>Much of the Performer's</p>	<p>All of the Performer's</p>	<p>All of the Performer's</p>	<p>Documentation is of a</p>

<p>(of performance): To what degree does the documentation describe the process used to create the performance?</p>	made	<p>process for creating their performance is included</p> <p>Few of the recreation choices are explained and/or justified.</p>	<p>process for creating their performance is included</p> <p>Some of the recreation choices are explained and justified.</p>	<p>process for creating their performance is included</p> <p>Many of the recreation choices are explained and justified.</p>	<p>process for creating their performance is included.</p> <p>Most of the recreation choices are explained and justified.</p>	<p>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>	publishable level
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Comments on Documentation:

Technical Ability: The level of mastery of the period appropriate skill set necessary to perform the piece.							Bonus
		1	2	3	4	5	6
<p>7. Accuracy: How well does the Performer perform the piece? Was there minimal amount of drops/fumbles/retries and skillful recoveries?</p>		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
		1	2	3	4	5	6
<p>8. Technique:</p>	No	The Performer	The Performer	The Performer	The Performer	The Performer	The Performer

How well does the performer demonstrate the proper form, frame, posture appropriate to piece, clean throws/transitions.	attempt made	demonstrated mastery of the technique of the performance in a few areas of the piece	demonstrated mastery of the technique of the performance in a some areas of the piece	demonstrated mastery of the technique of the performance in many areas of the piece	demonstrated mastery of the technique of the performance in most areas of the piece	demonstrated mastery of the technique of the performance in a all areas of the piece	went beyond mastery of the technique of the performance in some significant way
9. Pacing and flow: How well does the performer demonstrate proper pacing and flow: Consider unity, continuity between elements, etc...	No attempt made	The Performer demonstrated mastery of the pacing and flow of the performance in a few areas of the piece	The Performer demonstrated mastery of the pacing and flow of the performance in a some areas of the piece	The Performer demonstrated mastery of the pacing and flow of the performance in many areas of the piece	The Performer demonstrated mastery of the pacing and flow of the performance in most areas of the piece	The Performer demonstrated mastery of the pacing and flow of the performance in a all areas of the piece	The Performer went beyond mastery of the pacing and flow of the performance in some significant way
10. Subtlety: Are motions performed with grace and elegance as appropriate to the performance.		The Performer demonstrated mastery of subtlety in few applicable areas of the performance	The Performer demonstrated mastery of subtlety in some applicable areas of the performance	The Performer demonstrated mastery of subtlety in many applicable areas of the performance	The Performer demonstrated mastery of subtlety in most applicable areas of the performance	The Performer demonstrated mastery of subtlety in all applicable areas of the performance	The Performer went beyond mastery of the subtlety and nuance of the performance in some significant way
11. Overall Mastery: How well does the Performer demonstrate the necessary skill and preparation relative to the requirements of the piece?		The Performer demonstrated overall mastery of few aspects of the piece	The Performer demonstrated overall mastery of some aspects of the piece	The Performer demonstrated overall mastery of many aspects of the piece	The Performer demonstrated overall mastery of most aspects of the piece	The Performer demonstrated overall mastery of all aspects of the piece	The Performer went beyond overall mastery of all aspects of the piece and would be at home in a historical setting

Comments on Technical Ability:



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.							Bonus
		1	2	3	4	5	6
12. Difficulty of hardest elements: How hard are the most difficult elements in the performance?		Hardest elements in piece represented low level of difficulty	Hardest elements in piece represented some level of difficulty	Hardest elements in piece represented mid level of difficulty	Hardest elements in piece represented high level of difficulty	Hardest elements in piece represented mastery level of difficulty	The level of difficulty of the elements performed in this piece exceeds expectations of mastery in this category.
13. Quantity of difficult elements: The goal is not to look for a specific number, but rather, does it seem like a lot or a little relative to the format of the whole?	No difficult element	The performer included few difficult elements in the performance	The performer included some difficult elements in the performance	The performer included many difficult elements in the performance	The performer included mostly difficult elements in the performance	The performer included all difficult elements in the performance	The quantity of difficult elements performed in this piece exceeds expectations of mastery in this category.
		1	2	3	4	5	6
14. Disparity of skills required: Is the entrant using skills from multiple disciplines? Using		Performer used little disparity of skills in the performance	Performer dispo some disparity of skills in the performance	Performer demonstrated many disparate of skills in the performance	Performer demonstrated mostly disparate of skills in the performance	Performer demonstrated mastery of many disparate skills in this performance	The level of disparity of skills used in the performance exceeds mastery

different parts of their body? Doing multiple elements at the same time?							level expectations in this category
15. Difficulty of context: Does the context of the performance add to the difficulty of any of the elements? Consider coordinating with music, obstacles, visibility, comedic timing, extended patterns, difficulty of props, audience volunteers/hecklers/distractions.	No difficulty of context	Performer displays little difficulty of context	Performance displays some difficulty of context	Performance displays much difficulty of context	Performance displays significant difficulty of context	Performance displays mastery level of difficulty of context	The level of difficulty of context used in the performance exceeds mastery level expectations in this category
Comments on Difficulty/Complexity:							

Artistic Merit							Bonus
		1	2	3	4	5	6
16. Choices of character/concept: Consider the	No attempt made	Performer makes basic attempt at choice of character/	Performer makes some attempt at developing their	Performer demonstrates competence of developing their	Performer demonstrates a level of competence	Performer has mastered the art of developing a character or	The level of character and/or concept development

compositional elements of the performance, whether artistic, comedic, “showmanly”, or other. Does the concept of the show string together well and create an appealing whole?		concept	choice of character/ concept	choice of a character or concept	approaching mastery at developing their choice of a character or concept	concept	exceeds mastery level; expectations in this category.
17. Effective delivery: Is the performer effective and consistent in the character and delivery of their chosen concept?	No attempt made	Performer is minimally effective in delivery	Performer is somewhat effective in delivery	Performer is competent in demonstrating effective delivery	Performer displays above average skill moving towards mastery in effective delivery	Performer has mastered effective delivery	The performer has exceeded expectations of a mastery level in effective delivery

Comments on Artistic Merit:

Presentation							Bonus
		1	2	3	4	5	6
18. Presence: How well does the performer demonstrate poise,	No attempt made	Performer conveys little presence in the delivery	Performer conveys some presence in the delivery	Performer is competent in demonstrating effective delivery	Performer displays above average skill moving towards	Performer conveys a masterful level of presence	The level of presence conveyed during the performance

confidence, charisma, clarity, etc.					mastery in conveying presence		exceeds what is expected at a master level
19. Audience Engagement (planning and doing): Did the entrant make good choices about the amount and type of audience interaction appropriate to the piece and during the performance, did the performer successfully engage the audience in a manner appropriate to the piece?	No attempt made	Performer demonstrates minimal audience engagement	Performer demonstrates some audience engagement	Performer is competent in demonstrating effective audience engagement	Performer displays above average skill moving towards mastery in engaging the audience	Performer conveys a masterful level of audience engagement	Audience engagement was delivered in such a way that it exceeded the expectations of mastery of this category
		1	2	3	4	5	6
20. Questions:	No attempt made to answer	The Performer was able to answer a few questions	The Performer was able to answer some questions and elaborate somewhat	The Performer was able to answer many questions and elaborate somewhat	The Performer was able to answer many questions and elaborate a great deal	The Performer was able to answer all questions posed and elaborate a great deal	The Performer's answers to questions demonstrated extraordinary fluency with their topic

Comments on Presentation:							