

ESU Performing Shakespeare Judge Summary Sheet

Scores are to be used as a guide during competitions. Scores should not be shared with others and should be disposed of at a location outside of where the heat is held.

Timings

- 2 minute Oracy Component (*details of play and selected scene, name of characters playing, why they chose the piece, what they aim to show/achieve in their delivery*).
- 3 minute Performance (*include skills detailed below*).

Criteria is laid out for gradings 1, 3 and 5 - 2 and 4 are not described (there would just be too many words) but fall in between the grades on either side.

Category	1 (Emerging Talent)	2	3 (Class Act)	4	5 (Show Stopping)
Vocal Skills <i>pace, accent, inflection, intonation, pitch, projection</i>	The performer will: <ul style="list-style-type: none"> ▪ project their voice so that it fills most of the space ▪ use pauses in a way which may seem at odds with the context of the piece ▪ deliver the text acknowledging the metre of the piece in places 		The performer will: <ul style="list-style-type: none"> ▪ project their voice so that it fills the entire space at moments throughout the performance ▪ use pauses at one or more significant moment ▪ deliver the text structuring their performance in accordance with the metre of the piece 		The performer will: <ul style="list-style-type: none"> ▪ project their voice so that it fills the entire space throughout the performance ▪ use pauses to structure their performance ▪ deliver the text drawing upon the metre of the piece to communicate a coherent sense of character and situation
Physical & Technical Skills <i>movement, body language, facial expression, gesture, space</i>	The performer will: <ul style="list-style-type: none"> ▪ apply a narrow range of performance choices ▪ use stillness in a way which may seem at odds with the context of the piece ▪ orientate most of their performance 'audience out' <i>Duologue only:</i> <ul style="list-style-type: none"> ▪ The performers will demonstrate the ability to support each other at moments throughout the performance 		The performer will: <ul style="list-style-type: none"> ▪ apply a wide range of performance choices with purpose to affect a clear, confident and consistent interpretation of character and situation ▪ use stillness at one or more significant moments ▪ orientate their entire performance 'audience out' <i>Duologue only:</i> <ul style="list-style-type: none"> ▪ The performers will support each other throughout the performance 		The performer will: <ul style="list-style-type: none"> ▪ apply an extensive range of performance choices to bring nuance, purpose and add resonance to the interpretation of character and situation ▪ use stillness to structure their performance ▪ orientate their entire performance 'audience out' and using space in an inventive way <i>Duologue only:</i> <ul style="list-style-type: none"> ▪ The performers will collaborate in an inventive way to bring energy and definition to the interpretation of characters and situation
Interpretation of Text	The performer will: <ul style="list-style-type: none"> ▪ The performer interprets the text with limited inventiveness to demonstrate some understanding 		The performer will: <ul style="list-style-type: none"> ▪ The performer interprets the text with a degree of inventiveness to demonstrate a reasonable understanding 		The performer will: <ul style="list-style-type: none"> ▪ The performer interprets the text with great inventiveness to demonstrate a thorough understanding and generate an impactful piece of theatre.
Success in Realising Artistic Intention	<ul style="list-style-type: none"> ▪ The performer does not clearly display /connect/ relate to the intention in which they outlined in the oracy element when delivering their Shakespeare piece. 		<ul style="list-style-type: none"> ▪ The performer sometimes displays /connects/ relates to the intention in which they outlined in the oracy element when delivering their Shakespeare piece. 		<ul style="list-style-type: none"> ▪ The performer frequently displays /connects/ relates to the intention in which they outlined in the oracy element when delivering their Shakespeare piece.