

# Kingdom Bardic Championship

Judging Form - Original 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.

Historical Accuracy/Authenticity: Describes the period appropriateness of the work and its performance.							Bonus
		1	2	3	4	5	6
1. <b>Material:</b> To what extent are the themes and content consistent with a specific time and place in period?	No attempt made	The piece may contain period references but is out of period in its theme, structures, and content	The piece has some aspects being historically appropriate but the overall effect was modern	The piece has roughly equal blend of modern and historical elements. Moving towards fully authentic	The piece may have had slightly modern characteristics but is largely historical content and style	The piece was demonstrably accurate by any reasonable measure	The piece would be perfectly at home in a historical context
2. <b>Compositional Style:</b> To what extent were the compositional techniques used in this piece accurate to a specific time and place in period?	No attempt made	Few aspects of the composition style were historical	Some aspects of the composition style were historical	Many aspects of the composition style were historical	Most aspects of the composition style were historical	All aspects of the composition style were historical	All aspects of the composition style would be indistinguishable from a period composition

		1	2	3	4	5	6
<b>3. Performance Style:</b> To what extent were the nuances of movement, characterization, performance persona, speaking style, and audience interactions historically accurate?	No attempt made	A few elements of the performance style were historically accurate	Some elements of the performance style were historically accurate	Many elements of the performance style were historically accurate	Most elements of the performance style were historically accurate	All elements of the performance style were historically accurate	This performance would be indistinguishable from a period performance of the same piece

**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. <i>For this category</i> , documentation also includes oral presentation of research.							<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 & 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><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.</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.</p> <p>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><b>6. Connection (between documentation and performance):</b> 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>

		1	2	3	4	5	6
<b>7. Explanation (of performance):</b> To what degree does the documentation describe the process used to create the performance?	No attempt made	Little of the Performer's process for creating their performance is included  Few of the recreation choices are explained and/or justified.	Some of the Performer's process for creating their performance is included  Some of the recreation choices are explained and justified.	Much of the Performer's process for creating their performance is included  Many of the recreation choices are explained and justified.	All of the Performer's process for creating their performance is included.  Most of the recreation choices are explained and justified.	All of the Performer's process for creating their performance is included in such detail another person could recreate it themselves.  All recreation choices are clearly explained and thoroughly justified.	Documentation is of a publishable level

**Comments on Documentation:**

<b>Technical Ability:</b> The level of mastery of the period appropriate skill set necessary to perform the piece.							<b>Bonus</b>
		1	2	3	4	5	6
<b>8. Composition:</b> How well does the performer execute their chosen compositional form and fit it to the content of the piece, both in terms of large scale structures and small nuances?	No attempt made	The performer attempted to execute the stated form of the piece	The performer partially succeeded in executing the form of the piece and fitting it to the content	The performer succeeded in executing the form of the piece and fitting it to the content	The performer executed the form of the piece in a way that noticeably strengthened the content	The performer masterfully executed the form of the piece and used the form to highlight the content in a nuanced way	The performer went beyond the expectations of the form in some significant way

		1	2	3	4	5	6
9. <b>Delivery:</b> How well does the Performer use techniques of speech & movement, such as diction, projection, intention, pacing, tone variation, and body language?	No attempt made	The Performer showed awareness of some delivery techniques	The Performer gave a partially successful delivery of the piece	The Performer gave a competent delivery of the piece	The Performer gave a solid and skilled delivery of the piece	The Performer gave a masterful delivery of the piece	The Performer went beyond mastery of the delivery of the performance in some significant way
10. <b>Interpretation:</b> How well does the Performer use dramatic elements such as pauses and emphasis to convey the piece?	No attempt made	The Performer attempted to add dramatic elements	The Performer made some choices that contributed to the sense of the piece	The Performer generally made choices consistent with the sense of the piece	The Performer made interpretive choices that significantly enhanced the sense of the piece	The Performer made expert use of the available interpretive tools to greatly enhance the sense of the piece	The Performer went beyond the usual interpretive tools to greatly extend the sense of the piece in a new way
11. <b>Overall Mastery:</b> How well does the performance engage, inspire, entertain, provoke, or enlighten, and make a period format accessible to a modern audience?		The Performer demonstrated basic level skills and makes minimal attempt to make the format accessible.	The Performer demonstrated beginner level skills and attempts to make the format accessible	The Performer demonstrated a moderate level of skills and makes the format accessible	The Performer demonstrated competence in all aspects of the performance and mastery in some. The format is easily accessible to a modern audience	The Performer demonstrated overall mastery of all aspects of the performance. The format is easily accessible to a modern audience	The Performer went beyond overall mastery in some significant way
<b>Comments on Technical Ability:</b>							

<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.							<b>Bonus</b>
		1	2	3	4	5	6
<b>12. Difficulty of Composition:</b> How hard is this compositional format to learn and execute on a piece of this scope?		The piece required only basic writing skills to create	The piece has some minor compositional challenges	The piece is moderately difficult to create	The piece includes multiple areas of significant challenge in its creation	The piece is unusually challenging in both scope and complexity, requires a deep understanding of the form to create	The piece is unusually challenging in scope and complexity, and offers additional obstacles not normally found in the form
<b>13. Difficulty of Preparation:</b> How hard is the piece to prepare, both in terms of researching and compiling source material and in terms of memorization, blocking, and making performance choices?		This piece requires no extra preparation	This piece requires some extra preparation but no specialized skills or knowledge	This piece requires some extra preparation and some specialized skills and knowledge	This piece requires significant preparation, and a variety of skills and specialized knowledge	This piece requires extensive preparation, a variety of skills, a breadth of specialized knowledge	This piece requires an exceptional level of preparation and multiple areas of deep specialized knowledge
<b>14. Difficulty of Performance:</b> Are there aspects of this performance (difficult blocking, requisite physical skills, foreign languages, or obstacles to reaching the audience such as complex emotions or ideas, or obscure styles or genres) that make it hard to deliver?		The piece requires only basic skills to perform	The piece some extra effort or skills to perform	The piece is moderately challenging to perform	The piece is challenging to perform	The piece is very challenging to perform in multiple ways	This piece is far beyond the capabilities of most performers in the genre

**Comments on Difficulty/Complexity:**

Artistic Merit							Bonus
		1	2	3	4	5	6
<p><b>15. Message:</b> To what extent does the piece communicate something of value to the audience? Does the performer have something to say?</p>		There is no discernable message, or the message is clearly derived from well-known material	There is some effort to convey a simple or common idea that in some way varies from well-known material	There is a clear message that is not obviously derived from existing work	There is a unique and powerful message in the piece	There are one or more unique and powerful messages that make the piece stand out in the genre	The piece contains a message of profound importance that both fits and transcends the genre
<p><b>16. Communication:</b> To what extent does the performer's individual voice and style and the quality of their craft contribute to beauty, value, or impact of the piece? Consider both composition and performance here.</p>	No attempt made	The performer attempted to compose and perform the piece in a way that would contribute to its beauty, value, or impact	The performer composed and performed the piece in a way that contributed somewhat to its beauty, value, or impact	The performer composed and performed the piece in a way that contributed to its beauty, value, or impact	The performer composed and performed the piece in a way that contributed greatly to its beauty, value, or impact	The performer composed and performed the piece in a way that contributed profoundly to its beauty, value, or impact	The performer composed and performed the piece in a way that contributed profoundly to its beauty, value, or impact on multiple levels

<p><b>17. Originality of content:</b> To what extent does the performer bring original content to the piece in terms of the subject matter and its treatment?</p>	<p>No attempt made</p>	<p>The performer attempted to bring some new element to the content of the piece</p>	<p>The performer brought new ideas to some aspects of the piece</p>	<p>The content of the piece is not obviously derived from existing work</p>	<p>The content of the piece contains new ideas that make it stand out from existing work</p>	<p>The content of the piece is truly unique and expands the expectations of the genre</p>	<p>The content of the piece is truly unique on multiple levels and substantially expands the expectations of the genre</p>
<p><b>18. Originality of execution:</b> To what extent does the performer execute the form in a new and interesting way (regardless of whether the form is period)?</p>	<p>No attempt made</p>	<p>The performer attempted minor variations on the common patterns found in the form</p>	<p>The performer made minor variations on the common patterns found in the form</p>	<p>The performer included some of the less common patterns of the form and may have introduced some new ideas</p>	<p>The performer made significant departures from the common patterns of the form in innovative ways</p>	<p>The performer made multiple significant departures from the common patterns of the form and extended the form itself while staying true to its core concepts</p>	<p>The performer profoundly extended the form in multiple unexpected ways while staying true to its core concepts,</p>

**Comments on Artistic Merit:**



<p><b>Presentation:</b> This section applies to any introductions given to the audience and to general stage presence. The oral presentation of research given to the judges, along with fielding questions, should be counted as part of the scores in the <i>Documentation</i> section.</p>							<b>Bonus</b>
		1	2	3	4	5	6
<p><b>19. Setting the Stage:</b> How well does the Performer create the setting for the performance?</p> <p>Consider costumes, props, ambiance, in-persona introduction and interactions with the audience in-persona.</p>	No attempt made	The Performer made an attempt to create a setting for the performance (in a manner appropriate to the piece and the time period)	The Performer was able to somewhat create a setting for the performance	The Performer was able to create a setting for the performance	The Performer was able to create a nuanced setting for the performance at multiple levels	The Performer was able to fully immerse the audience in the sense and context of the performance	The Performer was able to fully immerse the audience in the sense and context of the performance to an exceptional degree
<p><b>20. Stage Presence and Audience Engagement:</b> How well does the performer demonstrate poise, confidence, charisma, clarity, awareness of the space and the people in it, and engage the audience in a manner consistent with the piece?</p>	No attempt made	The performer attempted to demonstrate one or more aspects of stage presence	The performer was able to demonstrate some aspects of stage presence and was partially successful at connecting with the audience	The performer showed a basic 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

**Comments on Presentation:**