



# Pantomime: Performance based assessment

Troupe \_\_\_\_\_ Judge \_\_\_\_\_ Student(s) \_\_\_\_\_  
 Title \_\_\_\_\_ Pantomime Solo \_\_\_\_\_ Pantomime Duo \_\_\_\_\_

Category	Superior (4)	Excellent (3)	Good (2)	Fair (1)
<b>Professionalism: Slating/Opening Transitions</b>	<input type="checkbox"/> <b>Slating and opening:</b> Clearly held the moment to end, clear slating of name and piece.	<input type="checkbox"/> <b>Slating and opening:</b> Mostly clear slating of name and piece(s), mostly clean and direct, minor errors, mostly energetic, mostly personable and confident approach.	<input type="checkbox"/> <b>Slating and opening:</b> Somewhat clear slating of name and pieces. Somewhat confident approach and personable. Somewhat clean and direct. A few errors.	<input type="checkbox"/> <b>Slating and opening:</b> Unclear slating of name and pieces. Limited energy and reserved approach. Could be more personable, clean, and direct. Several errors.
<b>Final Moments/ Exiting</b>	<input type="checkbox"/> <b>Transitions:</b> Thoughtful, motivated, creative, and smooth transitions. <input type="checkbox"/> <b>Final moments/exiting:</b> Confident approach and exit, personable opening, clean solid conclusion, grounded exit from space, energetic. No errors.	<input type="checkbox"/> <b>Transitions:</b> Mostly smooth, creative transitions, thoughtful and motivated transitions. <input type="checkbox"/> <b>Final moments/exiting:</b> Mostly confident exit, mostly grounded exit from space, mostly held the final moment, with a clean, solid conclusion.	<input type="checkbox"/> <b>Transitions:</b> Somewhat smooth, thoughtful, creative, motivated transitions. <input type="checkbox"/> <b>Final moments/exiting:</b> Somewhat grounded exit from space and holding of the final moment. Somewhat confident exit. Clean conclusion	<input type="checkbox"/> <b>Transitions:</b> Transitions could be more motivated, creative, smoother, and thoughtful. <input type="checkbox"/> <b>Final moments/exiting:</b> Did not hold the final moment. Somewhat clean conclusion. Exit not confident.
<b>Character</b>	<b>Character Development:</b> <input type="checkbox"/> Brings individuality to character. <input type="checkbox"/> Active tactics connected to character. <input type="checkbox"/> Risks taken within framework of given circumstances. <input type="checkbox"/> Honest discoveries and realizations as the character. <input type="checkbox"/> Character makes a clear journey. <input type="checkbox"/> Strong depth of character. <b>Character Relationships:</b> <input type="checkbox"/> Clearly defined relationships with others in the scene. <input type="checkbox"/> Relationship is ever-changing and reactionary within the scene. <input type="checkbox"/> Relationships and reactions live in the moment and are fresh and new to the actor.	<b>Character Development:</b> <input type="checkbox"/> Sustained believability connected to the story. <input type="checkbox"/> All choices are well-defined: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> Character makes a journey. <input type="checkbox"/> Character displays different layers. <b>Character Relationships:</b> <input type="checkbox"/> Demonstrated through conflict (opposing objectives, creating obstacles, and tension). <input type="checkbox"/> Portrayed through interactions: emotional, factual, physical, trust, listening, and silence.	<b>Character Development:</b> <input type="checkbox"/> Believable moments occur within piece. <input type="checkbox"/> Character development is evident. Students exhibit three to four choices: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> Character attempts to make a journey. <input type="checkbox"/> Character displays a flat single layer. <b>Character Relationships:</b> <input type="checkbox"/> Actors appear to be engaged in a monologue and not reacting to others within the scene. <input type="checkbox"/> Some interactions present, but the interaction appears to be forced.	<b>Character Development:</b> <input type="checkbox"/> Characterization is not believable or present. <input type="checkbox"/> Student exhibits one to two choices: obstacle, tactic, motivation, subtext, mannerisms, and physicality. <input type="checkbox"/> No character journey. <input type="checkbox"/> No character layers present. <b>Character Relationships:</b> <input type="checkbox"/> Actors are not establishing any relationship outside of their characters sphere and strive to block others in pursuit of their own. <input type="checkbox"/> Actor actively chooses to ignore the interactions needed to be within the moment.
<b>Pantomime</b>	<input type="checkbox"/> Utilizes adept mime techniques. <input type="checkbox"/> Actor(s) maintain required consistency with regards to location and size of objects. <input type="checkbox"/> All items are picked up and set down. <input type="checkbox"/> Performance has clear plot (beginning, middle, end) and music heightens story and pantomime.	<input type="checkbox"/> Utilizes adequate mime techniques. <input type="checkbox"/> Actor(s) maintain some consistency with regards to location and size of objects. <input type="checkbox"/> Few items were not picked up or set down. <input type="checkbox"/> Performance has a plot (beginning, middle, end) and music somewhat adds to performance.	<input type="checkbox"/> Pantomime and objects are sometimes unclear. <input type="checkbox"/> Actor(s) are inconsistent with regards to location and size of objects. <input type="checkbox"/> Some items are not picked up or set down. <input type="checkbox"/> Plot is somewhat unclear and music detracts from the performance	<input type="checkbox"/> Pantomime and objects are unclear. <input type="checkbox"/> Actor(s) did not maintain consistency with regards to location and size. <input type="checkbox"/> Items are not picked up or set down but magically appear and disappear. <input type="checkbox"/> Performance had no clear plot and it was unclear what was occurring during the performance.

**Movement**

- Blocking, gestures, facial expressions create a insight into the story and character.
- Actor maintains a grounded presence, utilizes levels and positioning to create a believable character.
- Dynamic, engaging, and connected stage compositions enhance production value.
- Blocking, gestures, facial expressions, posture are motivated by the story.
- Actor represents a character that is grounded, while demonstrating proper stage positioning.
- Non-intuitive blocking and gesturing, and a disconnect from the story.
- Actor demonstrates a character that is not grounded (posture and presence that is indicative of your character) and is inconsistent with proper stage positioning.
- No variety in movement and improvisational blocking of the scene.
- Frequent breakdown of traditional blocking rules, i.e. upstaging, not being open. Character and story is completely unclear.

**Overall presentation**

- Appropriate material within actor's capabilities.
- Mime and blocking well-executed in a creative manner.
- Superior focus; never broke character.
- Confident and poised.
- Successfully orchestrated the performance (beginning, middle, and end).
- Material not completely within actor's capabilities.
- Rarely demonstrated problems with miming and/or blocking.
- Focus was frequently strong; slight character break.
- Appeared confident.
- Excellent attempt at orchestrating the performance (beginning, middle and end).
- Questionable choice of material for this actor.
- Often demonstrated problems with miming and/or blocking.
- Often varying levels of focus and concentration demonstrated. Did not always showcase the student's talent.
- More confidence needed.
- Attempt to orchestrate the performance (beginning, middle and end).
- Inappropriate material for this actor; did not showcase the student's talent.
- Numerous problems with miming Spoke during performance.
- Lack of focus or concentration
- Music had words.
- Confidence lacking and not grounded.
- Little attempt to orchestrate the performance (beginning, middle and end).

**Additional space for comments by the judge:**

	S (4)	E (3)	G (2)	F (1)	Score
<b>Professionalism</b>					
<b>Character</b>					
<b>Pantomime</b>					
<b>Movement</b>					
<b>Overall presentation</b>					
<b>Final score (Circle One)</b>	<b>4 Superior (20-18)</b>	<b>3 Excellent (17-13)</b>	<b>2 Good (12-8)</b>	<b>1 Fair (7-5)</b>	