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## Musical Theatre – Solo Performance

In a musical theatre solo performance, the entrant must present one musical selection from a published script written for musical theatre. The adjudicators will consider how well the piece is acted, not only how well it is sung. The selection may contain dialogue; however, this is primarily a “sung and not spoken” selection.

In Musical Theatre – Solo Performance, the skills measured are:

- Use of transitions into and out of character
- Ability to create a believable character
- Communication of objective, tactics, and relationships through dialogue and music
- Use of focus and concentration
- Vocal skill and technique
- Use of dance and movement
- Integration of voice, body, movement, and staging

In a Musical Theatre – Solo Performance, the entrant must follow these guidelines:

- Begin with an introduction (slating). The introduction (slating) must include only:
  - The entrant’s name
  - Title of selection
  - Name of the composer and lyricist
  - Troupe number (optional)
- Remain within strict time limits:
  - After the introduction (slating), time begins with the first word or acting action (if it precedes the first word).
  - Musical theatre solo performances are not to exceed 5 minutes.
- Appropriate material:
  - Prior to the event, validate the material using the [guidelines for acceptable and unacceptable material](#).
- Follow strict limits on musical accompaniment:
  - Performers MUST use pre-recorded, non-vocal musical accompaniment; no live music is permitted.
  - Accompanists are not permitted.
  - A cappella performances are not permitted.
- Entrants will present themselves as a blank slate, refraining from clothing or accessories that distract from the character. Follow strict limits on clothing and props:
  - Props (including hand-held props), costumes, or theatrical makeup are not allowed.
  - One chair may be safely used.
  - Entrants must wear all black. **Clothing and shoes must be all black.** Any visible color, including white, will result in a disqualification.
  - Clothing should be professional yet allow easy movement for the actors to accommodate the action of the performance.
  - Entrants should refrain from wearing anything that might distract the adjudicators.
  - Failure to follow any of the guidelines in this document will result in a disqualification.

# Musical

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Student(s):

School:

Selection:

Troupe:

Solo \_\_\_ Duet \_\_\_ Group \_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Acting Transitions</b> Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.	<b>Clear articulation</b> of name and selection; <b>intuitive transition</b> into and between characters, <b>distinctive final moment and transition</b> out of character into exit.	<b>Clear articulation</b> of name and selection; <b>recognizable transition</b> into and between characters, final moment and into exit.	<b>Moderately clear articulation</b> of name and selection; transition into and between characters and/or final moment <b>may or may not be present.</b>	<b>Unclear articulation</b> of name and selection; <b>transitions</b> into and between characters and/or final moment are <b>not evident.</b>	
<b>Comment:</b>					
<b>Characterization</b> Emotional and physical believability and commitment to character; choices or tactics towards an objective that create a relationship with real or implied partner(s).	Character is <b>consistently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective prompt intuitive reaction to real or implied partner(s).	Character is <b>frequently</b> emotionally and physically believable; <b>committed choices and tactics</b> toward an objective <b>prompt identifiable reaction</b> to real or implied partner(s).	Character is <b>infrequently</b> emotionally and physically believable; <b>choices and tactics</b> toward an objective prompt some reactions to real or implied partner(s).	Character is <b>rarely</b> emotionally and physically believable; <b>choices, tactics, objectives</b> and a relationship to a real or implied partner(s) are <b>not evident.</b>	
<b>Comment:</b>					
<b>Singing Technique</b> Pitch, articulation, pace, rhythm, projection, breath support and control that follows the score.	<b>Consistently</b> on pitch, <b>appropriate</b> articulation and pace, <b>precise</b> rhythm and varied projection, with <b>skillful phrasing</b> and <b>strong</b> mechanical skills proven by breath support/control, tone and placement, and use of ranges; <b>always</b> follows score.	<b>Frequently</b> on pitch with <b>appropriate</b> articulation, pace, rhythm, projection, breath support and control; <b>follows</b> the score.	<b>Infrequently</b> on pitch with <b>inconsistent</b> articulation, pace, rhythm, projection, breath support and control; <b>usually</b> follows the score.	<b>Rarely</b> on pitch with <b>limited</b> articulation, pace, rhythm, projection, breath support and control; <b>frequently deviates</b> from the score.	
<b>Comment:</b>					
<b>Singing Expression</b> Musical expression that communicates and reflects the character's emotions and subtext.	<b>Intuitively integrates</b> voice, lyrics, and music to <b>truthfully communicate</b> and portray a <b>believable</b> character through emotions and subtext.	<b>Integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a <b>believable</b> character through emotions and subtext.	<b>Inconsistently integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.	<b>Rarely integrates</b> voice, lyrics, and music to <b>communicate</b> and portray a character through emotions and subtext.	
<b>Comment:</b>					

<b>Movement &amp; Dance</b> Gestures, facial expressions, blocking, and movement/dance that communicate the character's emotions and subtext.	Gestures and facial expressions <b>consistently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.	Gestures and facial expressions <b>frequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance are <b>varied, purposeful, and reflect</b> the character's emotion and subtext.	Gestures and facial expressions <b>infrequently communicate</b> appropriate character emotions and their meanings; blocking and movement/dance <b>generally reflect</b> the character's emotion and subtext.	Gestures and facial expressions are <b>limited/absent and rarely communicate</b> suitable character emotions; blocking and movement/dance <b>does not reflect</b> the character's emotion and subtext.	
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**Comment:**

<b>Execution</b> Concentration and commitment to moment-to-moment choices; integration of voice, body, and acting technique to create a believable character/ relationship that tells a story.	Concentration and commitment to moment-to-moment choices are <b>sustained throughout</b> ; integration of singing, movement/dancing, and acting <b>create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>mostly sustained</b> ; integration of singing, movement/dancing, and acting <b>often create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>inconsistently sustained</b> ; integration of singing, movement/dancing and acting <b>occasionally create a believable character/ relationship</b> that tells a story.	Concentration and commitment to moment-to-moment choices are <b>limited or absent</b> ; singing, movement/ dancing, and acting are <b>rarely integrated to create a believable character/ relationship</b> that tells a story.	
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**Comment:**

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 24-21)</small>	<b>3   Excellent</b> <small>(Score of 20-15)</small>	<b>2   Good</b> <small>(Score of 14-9)</small>	<b>1   Fair</b> <small>(Score of 8-6)</small>	<b>TOTAL SCORE</b>
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\_\_\_\_\_ Judge's name (Please print)

\_\_\_\_\_ Judge's signature

**ATTENTION TABULATION ROOM: Please note the following:**

Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)

Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_

Other comments: \_\_\_\_\_

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum- based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_

State Standards website: \_\_\_\_\_