

# \*PANTOMIME/MIME – FINALS ROUND - UHSAA

Participant Number \_\_\_\_\_ Title of Pantomime \_\_\_\_\_

Time \_\_\_\_\_ Round \_\_\_\_\_

Skill/Standard Definition	<b>SUPERIOR</b> Above Standard 4 - 5 points	<b>EXCELLENT</b> Meets Standard 3-4 Points	<b>GOOD</b> Approaching Standard 2-3 Point	<b>FAIR</b> Little or No Effort 0-1 points	<b>POINTS</b> (Out of 5 for each standard)
<b>PLOT</b> Good storytelling with a <b>beginning, middle and end.</b>	Storyline is <b>unmistakably clear</b> . There is a specific beginning, middle and end.	Storyline is <b>mostly clear</b> . There were a few times when I didn't understand what was going on.	Storyline is <b>hard to follow</b> . There were times when I didn't understand what was going on.	<b>Could not connect</b> with a storyline. No clear beginning, middle or end.	
COMMENTS:					
<b>OBJECTIVES/TACTICS</b> Creative and consistent tactics towards an objective.	<b>Committed</b> tactics toward an objective motivates <b>intuitive</b> reactions to the events of the plot.	<b>Committed</b> tactics toward an objective motivates <b>identifiable</b> reactions to the events of the plot	<b>Tactics</b> toward an objective motivates <b>some</b> reactions to the events of the plot.	Tactics, objectives, and clear motivations are <b>not evident</b> .	<b>POINTS</b> (Out of 5 for each standard)
COMMENTS:					
<b>MOVEMENT AND STAGING</b> Clarity of space using <b>the elements of pantomime: size, weight, placement, resistance</b> . Staging elements include <b>blocking, movement, picturization and balance</b> .	Strong and sharp clarity of the story environment including size, weight, placement and resistance are <b>consistent throughout</b> . Blocking is varied and creative, purposeful, and reflects bold choices in picturization and balance	Clear story environment using size, weight, placement and resistance. <del>Blocking is</del> not as varied and creative as it could be. <b>Mostly consistent</b> .	<b>Somewhat</b> clear story environment using size, weight, placement and resistance. <del>Blocking is</del> <b>sporadically</b> purposeful and creative.	Movement and staging <b>rarely supported</b> the story.	<b>POINTS</b> (Out of 5 for each standard)
COMMENTS:					
<b>CHARACTERIZATION</b> Gestures, facial expressions, physicality choices	Gestures, facial expressions and physicality choices <b>consistently communicate</b> appropriate character emotions and subtext. <b>Bold character choices</b> have been made and are consistently <b>sustained</b> . Emotionally and physically believable and sustained.	Gestures, facial expressions and physicality choices <b>communicate</b> appropriate character emotions and subtext <b>most of the time</b> . Character is mostly emotionally and physically believable.	Gestures, facial expressions and physicality choices <b>inconsistently communicate</b> the character's emotions and subtext. Generally believable emotionally and physically but not sustained.	Gestures, facial expressions and physicality choices are <b>absent and rarely communicate</b> emotions or assist in the storytelling.	<b>POINTS</b> (Out of 5 for each standard)
COMMENTS:					
<b>EXECUTION</b> Concentration and commitment to moment-to-moment choices that <b>make the pantomime good storytelling</b> . Polished and prepared.	Concentration and commitment to moment-to-moment choices are <b>sustained throughout the performance</b> . Polished and prepared.	Concentration and commitment to moment-to-moment choices are <b>sustained throughout most of the performance</b> .	Concentration and commitment to moment-to-moment choices are <b>inconsistently sustained</b> .	Concentration and commitment to moment-to-moment choices are <b>absent</b> .	<b>POINTS</b> (Out of 5 for each standard)
COMMENTS:					

**GENERAL RULES FOR PANTOMIME PERFORMANCES AND MATERIAL SELECTION:**

- The time limit for Pantomime/Mime is **2-6 minutes**.
- Timing begins **AFTER** the introduction.
- In Pantomime/Mime, introductions must **ONLY** include title of piece and participant number.
- Pantomime/Mime may only involve 1, 2, or 3 participants.
- No speaking is allowed. With the exception of the exclamation, "Oh" and/or "Ah", all mouthing of words is prohibited.
- No properties or furniture aside from 1 chair/stool/block per participant are allowed.
- All contestants must dress in all black clothing.
- Recorded instrumental music is optional but not required. No live or vocal music is allowed.

**Please take note of the following rules from the Handbook when rating and ranking each piece:**

- *After watching the students in their performances, you are then asked to rank the performances in each round 1-6. (1 is highest) If there are more than 6 performances, rank all remaining students 6<sup>th</sup>*
- *Final score must be in **WHOLE POINTS 1 - 25***
- *If you feel that a piece has not followed the rules on the ballot and therefore should be deemed ineligible, please score the piece as you normally would. Please note the concern on the ballot below:*

<b>FINAL SCORE OUT OF 25 POINTS</b>	<b>FINAL RANKING:</b> (Circle one)  1 (highest score) 2 (second highest score) 3 (third highest score) 4 (fourth highest score) 5 (fifth highest score) 6 (sixth highest score)  <b>NO TIES FOR RANKING</b> <b>even if the scores are the same!</b>	<b>ATTENTION TABULATION ROOM:</b>  <input type="checkbox"/> Timing Issue (____ mm ____ ss)  <input type="checkbox"/> Rule Violation (explain)  <input type="checkbox"/> Other concerns
Insert TOTAL POINTS here: (Tallied from the front page)		

**ADDITIONAL COMMENTS: (Please justify why you gave them their ranking and score)**

\_\_\_\_\_  
**Judges Name (please print)**

\_\_\_\_\_  
**Judge's Signature**