



# 2022 BLUMEY AWARDS – Production Adjudication Rubric

For each of the following categories, ask if the production exhibit the caliber of work that would be considered superior, excellent, good, or fair if executed by artists at the high school level. **What did the schools do with the resources they had available to them?**

CATEGORY	10 Superior = Always	9-7 Excellent = Often	6-4 Good = Sometimes	3-1 Fair = seldom
<b>Direction</b>	<p>The performance <b>always</b> seemed organized, fluid and cohesive throughout.</p> <p>The director <b>always</b> created a unified, harmonious production considering: casting, creativity, fluidity, tempo and overall quality of the production.</p>	<p>The performance <b>often</b> seemed organized, fluid and cohesive throughout.</p> <p>The director <b>often</b> created a unified, harmonious production considering: casting, creativity, fluidity, tempo and overall quality of the production.</p>	<p>The performance <b>sometimes</b> seemed organized, fluid and cohesive throughout.</p> <p>The director <b>sometimes</b> created a unified, harmonious production considering: casting, creativity, fluidity, tempo and overall quality of the production.</p>	<p>The performance <b>seldom</b> seemed organized, fluid and cohesive throughout.</p> <p>The director <b>seldom</b> created a unified, harmonious production considering: casting, creativity, fluidity, tempo and overall quality of the production.</p>
<b>Comments</b>				<b>Score</b>
<b>Ensemble/Chorus</b>	<p>The ensemble <b>always</b> sang with emotional understanding, adequate volume, proper diction, correct pitch and tone, supported breathing, and dramatic expression. The ensemble <b>always</b> “sold” each song through believable characterizations with good breath control.</p> <p>The ensemble <b>always</b> listened to each other and reacted accordingly. <b>Always</b> demonstrated effective group dynamics and awareness.</p>	<p>The ensemble <b>often</b> sang with emotional understanding, adequate volume, proper diction, correct pitch and tone, supported breathing, and dramatic expression. The ensemble <b>often</b> “sold” each song through believable characterizations with good breath control.</p> <p>The ensemble <b>often</b> listened to each other and reacted accordingly. <b>Often</b> demonstrated effective group dynamics and awareness.</p>	<p>The ensemble <b>sometimes</b> sang with emotional understanding, adequate volume, proper diction, correct pitch and tone, supported breathing, and dramatic expression. The ensemble <b>sometimes</b> “sold” each song through believable characterizations with good breath control.</p> <p>The ensemble <b>sometimes</b> listened to each other and reacted accordingly. <b>Sometimes</b> demonstrated effective group dynamics and awareness.</p>	<p>The ensemble <b>seldom</b> sang with emotional understanding, adequate volume, proper diction, correct pitch and tone, supported breathing, and dramatic expression. The ensemble <b>seldom</b> “sold” each song through believable characterizations with good breath control.</p> <p>The ensemble <b>seldom</b> listened to each other and reacted accordingly. <b>Seldom</b> demonstrated effective group dynamics and awareness.</p>
<b>Comments</b>				<b>Score</b>

CATEGORY	10 Superior = Always	9-7 Excellent = Often	6-4 Good = Sometimes	3-1 Fair = seldom
<b>Student Orchestra</b>	<p>The orchestra <b>always</b> played in tune, employed appropriate dynamics and executed clean entrances and endings.</p> <p>The orchestra <b>always</b> added to (and did not distract from) the quality of the total performance.</p>	<p>The orchestra <b>often</b> played in tune, employed appropriate dynamics and executed clean entrances and endings.</p> <p>The orchestra <b>often</b> added to (and did not distract from) the quality of the total performance.</p>	<p>The orchestra <b>sometimes</b> played in tune, employed appropriate dynamics and executed clean entrances and endings.</p> <p>The orchestra <b>sometimes</b> added to (and did not distract from) the quality of the total performance.</p>	<p>The orchestra <b>seldom</b> played in tune, employed appropriate dynamics or executed clean entrances and endings.</p> <p>The orchestra <b>seldom</b> added to (and at times distracted from) the quality of the total performance.</p>
<b>Comments</b>				<b>Score</b>
<b>Choreography Execution</b>	<p>Formations and combinations of steps were <b>always</b> visually effective and appropriately synchronized.</p> <p>Dancers <b>always</b> knew the routines, demonstrated stamina, stage presence and poise throughout the performance.</p>	<p>Formations and combinations of steps were <b>often</b> visually effective and appropriately synchronized.</p> <p>Dancers <b>often</b> knew the routines, demonstrated stamina, stage presence and poise throughout the performance.</p>	<p>Formations and combinations of steps were <b>sometimes</b> visually effective and appropriately synchronized.</p> <p>Dancers <b>sometimes</b> knew the routines, demonstrated stamina, stage presence and poise throughout the performance.</p>	<p>Formations and combinations of steps were <b>seldom</b> visually effective and appropriately synchronized.</p> <p>Dancers <b>seldom</b> knew the routines, demonstrated stamina, stage presence and poise throughout the performance.</p>
<b>Comments</b>				<b>Score</b>
<b>Best Musical</b>	<p>The appropriateness of the musical <b>always</b> showcased the diverse talents of the performers and produced elements of quality musical theater. The theme was <b>always</b> evident through the music, movements, props, and costumes.</p>	<p>The appropriateness of the musical <b>often</b> showcased the diverse talents of the performers and produced elements of quality musical theater. The theme was <b>often</b> evident through the music, movements, props, and costumes.</p>	<p>The appropriateness of the musical <b>sometimes</b> showcased the diverse talents of the performers and produced elements of quality musical theater. The theme was <b>sometimes</b> evident through the music, movements, props, and costumes.</p>	<p>The appropriateness of the musical <b>seldom</b> showcased the diverse talents of the performers and produced elements of quality musical theater. The theme was <b>seldom</b> evident through the music, movements, props, and costumes.</p>
<b>Comments</b>				<b>Score</b>

CATEGORY	10 Superior = Always	9-7 Excellent = Often	6-4 Good = Sometimes	3-1 Fair = seldom
<b>Student Costume Design</b>	<p>The costuming <b>perfectly</b> represented the idea(s) of the musical and demonstrated a meaningful, unified production concept.</p> <p>Costumes were <b>always</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The costuming <b>often</b> represented the idea(s) of the musical and demonstrated a meaningful, unified production concept.</p> <p>Costumes were <b>often</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The costuming <b>sometimes</b> represented the idea(s) of the musical and demonstrated a meaningful, unified production concept.</p> <p>Costumes were <b>sometimes</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The costuming <b>seldom</b> represented the idea(s) of the musical and demonstrated a meaningful, unified production concept.</p> <p>Costumes were <b>seldom</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>
<b>Comments</b>				<b>Score</b>
<b>Student Set Design</b>	<p>The stage arrangement <b>perfectly</b> represented the idea(s) of the play and demonstrated a meaningful, unified production concept.</p> <p>Theatrical settings and design elements were <b>always</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The stage arrangement <b>often</b> represented the idea(s) of the play and demonstrated a meaningful, unified production concept.</p> <p>Theatrical settings and design elements were <b>often</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The stage arrangement <b>sometimes</b> represented the idea(s) of the play and demonstrated a meaningful, unified production concept.</p> <p>Theatrical settings and design elements were <b>sometimes</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>	<p>The stage arrangement <b>seldom</b> represented the idea(s) of the play and demonstrated a meaningful, unified production concept.</p> <p>Theatrical settings and design elements were <b>seldom</b> appropriate to represent time and place, establish character, enhance theme and mood and create dramatic environments.</p>
<b>Comments</b>				<b>Score</b>



# 2022 BLUMEY AWARDS – Individual Category Adjudication Rubric

As these categories focus on individual students, be sure to consider the students’ impact on their production, rather than the production as a whole.

CATEGORY	10 Superior = Always	9-7 Excellent = Often	6-4 Good = Sometimes	3-1 Fair = seldom
<b>Best Supporting Actor Or Best Supporting Actress</b>	<p>The performer <b>always</b> understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>The acting performance <b>always</b> created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer <b>always</b> sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer <b>always</b> “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was <b>always</b> necessary and beneficial to the production.</p>	<p>The performer <b>often</b> understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>The acting performance <b>often</b> created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer <b>often</b> sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer <b>often</b> “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was <b>often</b> necessary and beneficial to the production.</p>	<p>The performer <b>sometimes</b> understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>Dialogue and songs were <b>sometimes</b> created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer <b>sometimes</b> sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer <b>sometimes</b> “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was <b>sometimes</b> necessary and beneficial to the production.</p>	<p>The performer <b>seldom</b> understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>Dialogue and songs were <b>seldom</b> created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer <b>seldom</b> sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer <b>seldom</b> “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was <b>seldom</b> necessary and beneficial to the production.</p>
<b>Comments</b>				<b>Score Supporting Actor</b>  <b>Score Supporting Actress</b>

<p><b>Best Featured Performer</b></p>	<p>This performer <i>always</i> comprehended the objectives of their character, and <i>always</i> maintained the spirit of their role. The performer <i>always</i> knew their relationships to the other characters, to the world, to the period, social status, and the environment.</p> <p>While not a leading role, this performer's presence was <i>always</i> beneficial to the performance.</p>	<p>This performer <i>often</i> comprehended the objectives of their character, and <i>often</i> maintained the spirit of their role. The performer <i>often</i> knew their relationships to the other characters, to the world, to the period, social status, and the environment.</p> <p>While not a leading role, this performer's presence was <i>often</i> beneficial to the performance.</p>	<p>This performer <i>sometimes</i> comprehended the objectives of their character, and <i>sometimes</i> maintained the spirit of their role. The performer <i>sometimes</i> knew their relationships to the other characters, to the world, to the period, social status, and the environment.</p> <p>While not a leading role, this performer's presence was <i>sometimes</i> beneficial to the performance.</p>	<p>This performer <i>seldom</i> comprehended the objectives of their character, and <i>seldom</i> maintained the spirit of their role. The performer <i>seldom</i> knew their relationships to the other characters, to the world, to the period, social status, and the environment.</p> <p>While not a leading role, this performer's presence was <i>seldom</i> beneficial to the performance.</p>
<p><b>Comments</b></p>				<p><b>Score</b></p>