



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

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

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



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
Best Supporting Actor Or Best Supporting Actress	<p>The performer always understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>The acting performance always created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer always sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer always “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was always necessary and beneficial to the production.</p>	<p>The performer often understood the meaning of the play, their character, the director’s vision, and the setting, style, focus, and pace.</p> <p>The acting performance often created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer often sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer often “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was often necessary and beneficial to the production.</p>	<p>The performer sometimes 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 sometimes created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer sometimes sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer sometimes “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was sometimes necessary and beneficial to the production.</p>	<p>The performer seldom 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 seldom created a thorough, consistent, and easily believable character fully integrated through scene and song.</p> <p>The performer seldom sang with attention to pitch, tone, rhythm, dynamics, diction, projection, and an emotional understanding of their character. The performer seldom “sold” each song through believable characterizations with good breath control.</p> <p>This performer’s presence was seldom necessary and beneficial to the production.</p>
Comments				Score Supporting Actor Score Supporting Actress

<p>Best Featured Performer</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>Comments</p>				<p>Score</p>