



Grades 3-6 Theatre Audition Overview and Requirements

Auditions for the 2021-2022 school year will be in an online format where students will view an instructional video and then record themselves performing a prepared, memorized monologue (see grade specific details below) AND participating in a theatre-related improvisational game. Ensure that your student is seen clearly in the camera frame of the audition recording. The entire body should be visible. Provide your student with enough room to move around freely (8 to 10 feet is recommended). Your student should watch the full **Audition Instruction Video** from beginning to end and then record themselves performing.

Attire - Casual clothing is recommended. Costumes and props are not allowed (except for the requested props needed for the theatre game).

Supplies Needed - 1 book (a journal, notebook or binder could also be used), 1 stick (a ruler, pencil or pen could also be used), and 1 chair (a stool or couch could also be used)

Evaluation - Students will be evaluated on the following standards as demonstrated by the monologue and improvisational game.

Monologue	Theatre-Related Improvisational Game
<p>Preparation - It is clear the student rehearsed, blocked, and has clear objectives during the monologue.</p> <p>Stage Presence - Student pulls the audience into the performance.</p> <p>Vocalization - The “character voice” matches the storyline of the monologue.</p> <p>Physicality - Student demonstrates meaningful movement that matches the storyline of the monologue</p>	<p>Imaginative Play - Student demonstrates role playing and acting out various new experiences.</p> <p>Improvisation, Risk Taking, and Choices - Student is comfortable with being creative and working “in the moment.” The student’s choices are authentic and real.</p>

3rd and 4th Grade Monologue Requirements

Task #1- Perform a Monologue

Rising 3rd and 4th grade actors will perform a poem or monologue that is thoroughly prepared and memorized.

- Begin the monologue performance with a slate. “Hello, my audition number is _____. I will be doing (insert name of monologue) from (insert the name of the play).
- The performance should be a minimum of 30 seconds and no more than 1 minute in length.
- When choosing material for these auditions, choose characters that are close to you in age. Students should avoid original material or monologues from movies found online.
- Optional poems and monologues can be found on our website. If students would like to select a poem, we recommend authors such as Jack Prelutsky, Shel Silverstein or Dr. Seuss; an animated, “actable” story is preferred.

5th and 6th Grade Monologue Requirements

Task # 1 - Perform a Monologue

Rising 5th and 6th grade actors will perform a poem or monologue that is thoroughly prepared and memorized.

- Begin the monologue performance with a slate. “Hello, my audition number is _____. I will be doing (insert name of monologue) from (insert the name of the play).
- The performance should be a minimum of 1 minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, choose characters that are close to you in age. Students should avoid original material or monologues from movies found online.
- Optional poems and monologues can be found on our website. If students would like to select their own monologue, they should choose monologues from published plays found at libraries, bookstores, or publishing companies.

3rd - 6th Grade

Task #2 - Participate in an Improvisational Theatre-Related Game

Rising 3rd - 6th grade actors will participate in an improvisational theatre-related game to demonstrate their imagination and creativity.

Grades 3-6 Theatre Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Monologue Title: _____

Task #1 - Monologue					
Key Look-Fors	Accomplished (Above Standard)	Proficient (At Standard)	Developing (Near Standard)	Novice (Below Standard)	Total
Preparation	_____4	_____3	_____2	_____0/1	
Stage Presence/ Focus	_____4	_____3	_____2	_____0/1	
Expression	_____4	_____3	_____2	_____0/1	
Vocalization	_____4	_____3	_____2	_____0/1	
Physicality	_____4	_____3	_____2	_____0/1	
Task #2 - Theatre Game (Improvisation)					
Imaginative Play	_____4	_____3	_____2	_____0/1	
Consistent Risk-Taking/Choices	_____4	_____3	_____2	_____0/1	
Panelist Initials			Total Score		
Rising Grade _____ Rank _____	Total Score _____ / 28 X 100 = Best possible score 28/28		Adjusted to 100 Point Scale		

Monologue Rubric					
KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
Preparation	Monologue is completely memorized. It is clear that the actor has blocked and rehearsed the monologue. Student does not read the words of the monologue off of the script. The actor demonstrates clear character objectives.	Monologue is mostly memorized. It is clear that the actor has blocked and rehearsed the monologue. Student does not read the words of the monologue off of the script. The actor demonstrates clear character objectives.	Monologue is somewhat memorized. The actor should spend more time in blocking and rehearsing the monologue. Student does not read the words of the monologue off of the script. The actor character objectives are unclear .	Monologue not memorized . The actor should spend more time in blocking and rehearsing the monologue. The actor refers to the script at times. The actor character objectives are unclear .	Monologue is not prepared and requires more preparation. Actor was reading the words of the monologue off of the script. It is not clear if the student rehearsed, blocked, and the character's objectives are unclear .
Stage Presence Focus	Actor pulls the audience into the performance and has an ability to make the audience connect with them as a performer. Actor envelops the audience in the story being told and in return expresses what the audience feels.	Actor attempts to pull the audience into the performance. Actor has an ability to make the audience connect with them as a performer and envelop them in the story being told.	Actor attempts to pull the audience into the performance. Actor is developing the ability to make the audience connect with them as a performer and envelop them in the story being told.	Actor attempts to pull the audience into the performance. Actor is attempting to make the audience connect with them as a performer, but they are not enveloping them in the story being told.	Actor does not attempt to pull the audience into the performance at all. Actor is not trying to connect with the audience and they do not tell the audience a story.
Expression	The actor changes from themselves when they slate to a completely different character when they perform and they keep that choice until the end of the monologue. Their expression matches the character choices and the actor makes brave choices to express their monologue.	The actor changes from themselves when they slate to a slightly different character when they perform and they keep that choice until the end of the monologue. Their expression matches the character choices and the actor makes brave choices to express their monologue.	The actor changes from themselves when they slate, to a slightly different character when they perform, however, they do not keep that choice until the end of the monologue.	The actor does not change from themselves when they slate, to a slightly different character when they perform.	The actor does not slate and does not change from themselves when they slate, to any type of character when they perform. Student does not make or show a character choice in their monologue.

<p>Vocalization</p>	<p>Actor has master control over their vocal expression; speaks with projection, articulation, and diction. "Character voice" matches the storyline of the monologue.</p>	<p>Actor has control over their vocal expression; speaks with projection, articulation, and diction. "Character voice" matches the storyline of the monologue.</p>	<p>Actor has some control over their vocal expression; speaks with projection, articulation, and diction. "Character voice" matches the storyline of the monologue.</p>	<p>Actor has some control over their vocal expression; speaks with projection, articulation, and diction. No "Character voice" is used in the monologue.</p>	<p>Actor has no control over their vocal expression; speaks with projection, articulation, and diction. Actor speaks with too loud or not enough projection. Was not as easy to understand.</p>
<p>Physicality</p>	<p>Actor has master control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue. "Master gesture" matches the storyline of the monologue.</p>	<p>Actor has control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue. "Master gesture" matches the storyline of the monologue.</p>	<p>Actor has some control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue.</p>	<p>Actor has little control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue.</p>	<p>Actor has no control over their physical expression. Actor does not show actor neutral and/or focus during slate and then has no meaningful movement chosen for the "blocking" portion of their monologue. It is clear the student needs help with the concept of adding movement to enhance not distract during the monologue.</p>

Improvisation					
KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
Imaginative Play	Actor is role playing and acting out various experiences that are new ideas. They are experimenting with decision making on how to behave and are also showing mastery of their social skills without inhibition.	Actor is role playing and acting out various experiences that they have seen before. They are experimenting with decision making on how to behave and are also showing mastery of their social skills with a little inhibition.	Actor is role playing and acting out cliché experiences that they have seen before, but coached by an adult. They are imitating or copying decision making on how to behave and are also showing an understanding of their social skills with some inhibition.	Actor is role playing and acting out the cliché experiences, but they are copying another performance. They are imitating or copying decision making on how to behave and are not showing an understanding of their social skills with some inhibition.	Actor is not role playing and not acting out experiences, they are copying another performance. They are copying decision making on how to behave and are not showing any understanding of social skills with a lot of inhibition.
Consistent Risk-Taking/ Choices	Actor is comfortable with being creative and transforming into anything they are directed to become without being afraid to fail. Actor is comfortable with being uncomfortable and makes daring bold choices. Actor's choices are authentic and real.	Actor is somewhat comfortable with being creative and transforming into anything they are directed. Actor is comfortable with being uncomfortable and makes daring bold choices. Actor's choices are authentic and real.	Actor is somewhat comfortable with being creative and transforming into anything they are directed. Actor is comfortable with being uncomfortable and makes choices. Actor's choices are generic.	Actor is not comfortable with being creative and transforming into what they are directed. Actor is not comfortable with being uncomfortable and makes choices. Actor's choices are generic.	Actor is not comfortable with being creative and will deny transforming into things they are directed. Actor is not comfortable with being uncomfortable and makes no effort to be daring and is frightened to make bold choices. Actor's choices are inauthentic.



Grades 7-12 Theatre Audition Overview and Requirements

Auditions for the 2021-2022 school year will be in an online format where students will view an instructional video and then record themselves performing a prepared, memorized monologue (see grade specific details below), cold read a script, and participate in a theatre-related improvisational game.

Ensure that your student is seen clearly in the camera frame of the audition recording. The entire body should be visible. Provide your student with enough room to move around freely (8 to 10 feet is recommended). Your student should watch the full **Audition Instruction Video** from beginning to end and then record themselves performing.

Attire - Casual clothing is recommended. Costumes and props are not allowed.

Evaluation - Students will be evaluated on the following standards as demonstrated by the monologue and improvisational game.

Task #1 - Monologue	Task #2 - Cold Reading	Task #3 - Improvisation
Slate	Expression and Interpretation	Characterization and Choices
Preparation, Transitions, and Subtext	Fluency	Risk-Taking and Commitment
Stage Presence and Focus	Vocalization	
Acting Transitions		
Vocal Expression		
Physical Expression and Movement		

7th and 8th Grade Monologue Requirements

Task #1 - Perform a Monologue

Rising 7th and 8th grade actors will perform a monologue that is thoroughly prepared and memorized.

- Begin the monologue performance with a slate. "Hello, my audition number is _____. I will be doing (insert name of monologue) from (insert the name of the play).
- The performance should be a minimum of 1 minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, students should choose characters that are close to themselves in age. Students should avoid original material or monologues from movies found online.
- Students should choose monologues from published plays. Sources may be obtained from libraries, bookstores, or play publishing companies.

9th - 12th Grade Monologue Requirements

Task #1 - Perform a Monologue

Rising 9th - 12th grade actors will perform two contrasting monologues that are thoroughly prepared and memorized.

- Begin the monologue performance with a slate. "Hello, my audition number is _____. I will be doing (insert name of monologue) from (insert the name of the play).
- Each of the two contrasting monologues should be a minimum of one minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, students should choose characters that are close to themselves in age. Students should avoid original material or monologues from movies found online.

7th - 12th Grade

Task #2 - Cold Reading

Rising 7th - 12th grade actors will participate in the cold reading of a script to demonstrate expression and interpretation, fluency, and vocalization.

Task #3 - Participate in improvisational acting

Rising 7th - 12th grade actors will participate in an improvisational activity to demonstrate characterization and choices and risk-taking and commitment to the character.



Grades 9-12 Musical Theatre Audition Overview and Requirements

Task #1 - Perform a Monologue

Rising 9th - 12th grade actors will perform two contrasting monologues that are thoroughly prepared and memorized.

- Begin the monologue performance with a slate. "Hello, my audition number is _____. I will be doing (insert name of monologue) from (insert the name of the play).
- Each of the two contrasting monologues should be a minimum of one minute and no more than 1.5 minutes in length.
- When choosing material for these auditions, students should choose characters that are close to themselves in age. Students should avoid original material or monologues from movies found online.

Task #2 - Perform part of a song from a musical.

- Prepare a 32 bar cut from a musical of your choice.

Task #3 - Learn and perform a short jazz or musical theatre dance combination.

Grades 7-12 Theatre Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Monologue/sTitle/s: _____

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point	Result
Monologue Performance						
Slate	4	3	2	1	0	
Preparation, Transitions & Subtext	4	3	2	1	0	
Stage Presence & Focus	4	3	2	1	0	
Acting Transitions	4	3	2	1	0	
Vocal Expression	4	3	2	1	0	
Physical Expression & Movement	4	3	2	1	0	
Cold Reading						
Expression & Interpretation	4	3	2	1	0	
Fluency	4	3	2	1	0	
Vocalization	4	3	2	1	0	
Improvisation						
Characterization & Choices	4	3	2	1	0	
Risk-Taking & Commitment	4	3	2	1	0	
Rising Grade _____ Rank _____			Total Score ___/44 X 100 = Best possible score 44/44		Adjusted to 100 Point Scale	

9-12 Musical Theatre Audition Score Sheet

Audition Number: _____ Rising Grade: _____ Audition Date: _____

Monologue/s Title/s: _____

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point	Result
Task #1 - Monologue Performance						
Preparation	4	3	2	1	0	
Stage Presence & Focus	4	3	2	1	0	
Physicality	4	3	2	1	0	
Task #2 - Perform a Song from a Musical						
Pitch/Intonation	4	3	2	1	0	
Tonal Production	4	3	2	1	0	
Musicality	4	3	2	1	0	
Vocalization	4	3	2	1	0	
Task #3 - Perform a Jazz or Musical Theatre Combination						
Coordination	4	3	2	1	0	
Performance Quality	4	3	2	1	0	
Musicality	4	3	2	1	0	
Professionalism & Audition Etiquette	4	3	2	1	0	
Rising Grade _____ Rank _____				Total Score /44 X 100 = Best possible score 44/44		Adjusted to 100 Point Scale

7th-12th Theatre Audition Rubric

Task #1 - Monologue Performance

7th and 8th grade - Prepare one monologue that is between 1 minute and 1.5 minutes long.

9th-12th grade - Prepare two contrasting monologues that are between 1 minute and 1.5 minutes each.

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Slate - audition number, monologue title/s, playwright	Clear articulation of name and selection. Consistent eye contact and establishes connection with audience.	Moderately clear articulation of name and selection; makes eye contact consistently.	Unclear articulation of name and selection; barely audible, makes eye contact but doesn't maintain it.	Introduction doesn't follow slate directions and doesn't make eye contact.	Actor did not slate.
Preparation, Transitions & Subtext	Actor is thoroughly prepared. Actor's understanding of text is at a level well beyond expectations for age group.	Actor has a brief pause in performance, indicating a momentary lapse. Actor completely integrates text and subtext creating a complete and believable character.	Actor has 2-3 pauses or lapses in the performance, but completes the audition. Actor exhibits text mastery and beginnings of integrations of text and subtext.	Actor has 4 or more pauses or lapses in the performance. Actor struggles with memorization of text with little interpretation. Transition into and between characters and/or final moment may or may not be present.	Actor simply read the monologue/s with no characterization. Material not memorized. Transitions into and between characters and/ or final moment are not evident.
Stage Presence & Focus	Actor's overall performance is at a level well beyond expectations for age group. Actor establishes and maintains focus at a level well beyond expectations for age group.	Actor effectively engages the audience through their passion, believability and willingness to take creative risks. Actor is completely focused.	Actor often appears confident, believable, passionate, and willing to take creative risks. Actor intermittently stays focused.	Actor seldom conveys confidence, believability, passion, or creativity. Actor shows commitment but frequently loses focus.	Actor is self-conscious, or apathetic. Actor is unsuccessful in establishing focus.
Acting Transitions	Actor smoothly transitions into and between characters, final moment, and transition out of character into exit.	Actor has recognizable transition into and between characters, final moment and into exit.	Actor intermittently transitions into and between characters, final moment and into exit.	Transition into and between characters and/or final moment may or may not be present.	Transitions into and between characters and/ or final moment are not evident.
Vocal Expression	Actor's vocal technique is at a level well beyond expectations for age group.	Actor displays a well-supported voice in a comfortable range that can be heard in the back of the room and gives a clear vocal interpretation.	Actor displays clear, crisp diction and a well-supported voice and often demonstrates strong vocal choices which reflect the character.	Actor displays clear diction at times but may drop sounds at the ends of sentences or words and seldom demonstrates vocal choices that reflect the character.	Actor lacks diction, cannot be heard and makes no clear vocal choices.

Physical Expression & Movement	Actor's physical technique is at a level well beyond expectations for age group. Movement in the scene is clear, interesting and motivated. The blocking contributes to the scene.	Actor completely commits to physical choices that reflect the character and objective. The movement in the scene is mostly motivated and contributes to the scene.	Actor often commits to physical choices that reflect the character and objective. Movement is present but not always contributing to the scene.	Actor makes few choices that reflect the character and objective. Movement is unclear or actor is not moving when they should be.	Actor's physicality lacks commitment and does not reflect the character and objective. Actor rarely or never moves.
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Task #2 - Cold Reading

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Expression & Interpretation	Actor immediately understands text and interprets. Makes clear acting choices and maintains consistent expression.	Reads with expression and shows acting choices but is inconsistent in delivery.	Reads with minimal expression and lacks clear acting choices.	Reads in a monotone voice, does not present thought or acting choices within presentation.	Did not complete cold reading.
Fluency	Reads at a conversational pace throughout the reading.	Reads smoothly with some breaks, but self corrects with difficult words and/ or sentence structures.	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Did not complete cold reading.
Vocalization	Actor's vocal technique is at a level well beyond expectations for age group.	Actor displays a well-supported voice in a comfortable range that can be heard in the back of the room and gives a clear vocal interpretation.	Actor displays clear, crisp diction and a well-supported voice and often demonstrates strong vocal choices which reflect the character.	Actor displays clear diction at times but may drop sounds at the ends of sentences or words and seldom demonstrates vocal choices that reflect the character.	Actor lacks diction, cannot be heard and makes no clear vocal choices.

Task #3 - Improvisation

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence 0 point
Characterization & Choices	Created an unexpected or distinct character and maintained it throughout. Actor made strong choices for the character throughout and choices resulted in the dynamic interpretation of the monologue.	Creates less dynamic character type but stays committed to the objectives of new persona. Actor made authentic, clear choices for the character through most of the monologue.	Creates stereotypical character type but shows little commitment to objectives or persona. Actor made at least 2 believable choices for the character for some of the monologue.	Character is much like self; Creates cliché character that does not have objectives or character is constantly shifting. Actor made inconsistent choices for the character.	No apparent characterization established; character is no different than self. No choices in characterization were evident.
Risk-Taking & Commitment	The actor's commitment is at a level well beyond expectations for age group.	The actor committed to staying in character throughout the entire improvisation.	The actor made at least two changes that were clear and different than what they originally prepared but performance lacked consistency.	The actor made one change but change was inconsistent and unclear.	The actor does not make any changes and performs monologue as prepared.

9th-12th Musical Theatre Audition Rubric

Task #1 - Musical Theatre Monologue Rubric (Rising Grades 9th-12th)					
9th-12th Grade; Prepare one 60 second Monologue from a play or musical.					
KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice (Below Standard) 1 points	No Evidence 0 point
Preparation	Monologue is completely memorized. It is clear that the actor has blocked and rehearsed the monologue. Student does not read the words of the monologue off of the script. The actor demonstrates clear character objectives.	Monologue is mostly memorized. It is clear that the actor has blocked and rehearsed the monologue. Student does not read the words of the monologue off of the script. The actor demonstrates clear character objectives.	Monologue is somewhat memorized. The actor should spend more time in blocking and rehearsing the monologue. Student does not read the words of the monologue off of the script. The actor character objectives are unclear .	Monologue not memorized . The actor should spend more time in blocking and rehearsing the monologue. The actor refers to the script at times. The actor character objectives are unclear .	Monologue is not prepared and requires more preparation. Actor was reading the words of the monologue off of the script. It is not clear if the student rehearsed, blocked, and the character's objectives are unclear .
Stage Presence Focus	Actor pulls the audience into the performance and has an ability to make the audience connect with them as a performer. Actor envelops the audience in the story being told and in return expresses what the audience feels.	Actor attempts to pull the audience into the performance. Actor has an ability to make the audience connect with them as a performer and envelop them in the story being told.	Actor attempts to pull the audience into the performance. Actor is developing the ability to make the audience connect with them as a performer and envelop them in the story being told.	Actor attempts to pull the audience into the performance. Actor is attempting to make the audience connect with them as a performer, but they are not enveloping them in the story being told.	Actor does not attempt to pull the audience into the performance at all. Actor is not trying to connect with the audience and they do not tell the audience a story.
Physicality	Actor has master control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue. "Master gesture" matches the storyline of the monologue.	Actor has control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue. "Master gesture" matches the storyline of the monologue.	Actor has some control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue.	Actor has little control over their physical expression. Moves from actor neutral during slate to meaningful movement chosen for "blocking" portion of their monologue.	Actor has no control over their physical expression. Actor does not show actor neutral and/or focus during slate and then has no meaningful movement chosen for the "blocking" portion of their monologue.

Task #3 - Musical Theatre 32 Bar Selection Performance

9th-12th Grade; Prepare one 32 bar cut selection from a Broadway Musical. The musical must be written between 1940s-Present Day. Please, bring sheet music so your accompanist can play your song for you.

	Exceptional 4 points	Admirable 3 points	Developing 2 points	Novice 1 point	No Evidence
Pitch/Intonation	Singer accurately sang the pitches and had no intonation issues.	Singer maintained pitch accurately with only minor intonation issues.	Singer sang some correct pitches and had intonation issues.	Singer struggled to maintain pitch and/or struggled to remain in tune.	Singer could not maintain pitch and/or could not sing in tune with the accompaniment or a cappella.
Tonal Production	Singer's tone is uniform, consistent, and well controlled throughout. Lapses are infrequent and minor in nature.	Singer's tonal production problems are infrequent. There were occasional lapses in tone caused by extremes of range/volume.	Singer's tone quality had some harshness and/or distortion at extended ranges/volume levels. There were some inconsistencies in the tone quality.	Singer had a fundamental understanding of good tone production, but the extremes of volume and register are often out of control.	Singer had a lack of understanding of proper tone quality. Pitches are over sung, causing distorted sounds in all ranges and registers. There is a lack of proper air support to produce a quality sound.
Musicality	Singer's performance was stylistically accurate with great attention paid to the shaping of phrases.	Singer's performance was stylistically accurate most of the time; most of the phrases had a musical shape.	Singer's performance was stylistically accurate some of the time; there was a basic attempt to shape phrases.	Singer had little stylistic interpretation of the music; there was minimal attempt to shape phrases.	Singer's performance was stylistically inaccurate; there are no discernable phrases.
Vocalization	Actor has master control over their vocal expression; sings with projection, articulation, and diction. "Character voice" matches the storyline of the song selection.	Actor has control over their vocal expression; sings with projection, articulation, and diction. "Character voice" matches the storyline of the song selection.	Actor has some control over their vocal expression; sings with projection, articulation, and diction. "Character voice" matches the storyline of the song selection.	Actor has some control over their vocal expression; sings with projection, articulation, and diction. No "Character voice" is used in the song selection.	Actor has no control over their vocal expression; sings with projection, articulation, and diction. Actor speaks with too loud or not enough projection. Was not as easy to understand.

Musical Theatre Dance Combination (Rising Grades 9-12)

9th-12th Grade; You will be taught a Jazz combination at your audition. Please, bring movement clothes and Jazz shoes, if you have them.

KEY LOOK-FORS	Exceptional (Above Standard) 4 points	Admirable (At Standard) 3 points	Developing (Near Standard) 2 points	Novice or No Evidence (Below Standard) 0 to 1 point
Coordination	Consistently demonstrates movement efficiently and effectively.	Frequently demonstrates movement efficiently and effectively.	Sometimes demonstrates movement efficiently and effectively.	Lack of kinesthetic awareness.
Performance Quality	Self-expression, sense of performance, focus is clearly evident.	Some evidence of self-expression, sense of performance and focus.	Little evidence of self-expression, sense of performance and focus.	Lack of self-expression, sense of performance and focus.
Musicality	Timing is accurate and musicality enhances performance; Musicality and skills are developing together.	Timing is mainly accurate and mostly danced with musicality; Focus is mostly on execution but sometimes musicality is emerging.	Performance is affected by lack of timing and musicality; Focus is placed fully on execution of the skill.	No attention to timing and musicality.
Professionalism & Audition Etiquette	Passionate focus, high awareness and self-monitoring of process.	Consistent focus and awareness of process.	Inconsistent focus and/or shows resistance when work is challenging, Developing awareness of process.	Does not sustain focus and/or refuses when work is challenging, Beginning awareness of process.