


**COMPETITOR / AUTHOR** \_\_\_\_\_

**TITLE OF POEM** \_\_\_\_\_

Criteria: (see over)	Below Average Did the poet offer...	Average Did the poet offer...	Good Did the poet offer...	Excellent Did the poet offer...	Outstanding Did the poet offer...	Score
<b>1.Preamble</b>	insufficient or no preamble provided. <b>1 – 2</b>	a brief preamble that provided the title and author and helped set the mood for what followed. <b>3 – 4</b>	a succinct and clear preamble that provided the title and author and clearly set the mood for what followed. <b>5 – 6</b>	an excellent preamble that complemented the poem and clearly set the mood for what followed. <b>7 – 8</b>	an outstanding preamble that lifted expectations for the poem and established a suitable mood for what followed. <b>9 – 10</b>	<b>/10</b>
<b>2.Physical Presence</b>	timid; unsure; body language that reflected a high level of nervousness. <b>1 – 2</b>	body language was mainly unsure or stilted; confidence was limited. <b>3 – 4</b>	mostly comfortable; confident body language, with fair stage presence. <b>5 – 6</b>	body language was predominantly poised and confident, offering a strong stage presence. <b>7 – 8</b>	body language that was universally poised and commanding, offering a strong, confident, compelling stage presence. <b>9 – 10</b>	<b>/10</b>
<b>3.Dramatic Appropriateness</b>	a poem secondary to style of delivery; included insufficient or excessive gestures and expressions, and vocal inflections or inappropriate tone or inarticulate language. <b>1 – 2</b>	poem was clear and could be understood but was neither overwhelmed nor enhanced by style of delivery. <b>3 – 4</b>	poem was clear, performed well, with a style of delivery, gestures, expressions, and movement that were appropriate to, and enhanced the poem. <b>5 – 6</b>	a very well performed poem, with a style of delivery, gestures, expressions and movement that enhanced the poem, and unambiguously conveyed its meaning. <b>7 – 8</b>	a style of delivery that reflected interpretive and performance choices that enhanced an understanding of the poem without overshadowing or confusing the poem's language. <b>9 – 10</b>	<b>/10</b>
<b>4. Memorisation</b>	Poor memorisation of poem that interrupted the flow of the poem. <b>1 – 2</b>	Sufficient memorisation of poem. Some minor mishaps that interrupted the flow of the poem <b>3 – 4</b>	Successful memorisation of poem with few mishaps. Flow was marginally uninterrupted. <b>5 – 6</b>	Excellent memorisation of poem; few or no mishaps. <b>7 – 8</b>	Showed mastery of recitation skills. Outstanding memorisation of poem; few if any mishaps. <b>9 – 10</b>	<b>/10</b>
<b>5. The poem/Evidence of understanding the poem (original or another's poem)</b>	didn't sufficiently communicate meaning of the poem. the poem had a poor structure and was hard to understand. <b>1 – 2 – 3</b>	satisfactorily communicated meaning of the poem. The poem was well structured and clear. <b>4 – 5 – 6</b>	Communicated and conveyed the meaning of poem well. The poem was well structured and well written, <b>7 – 8 – 9 – 10</b>	Excellent communication and conveyed the poem for the audience. The poem was well written, inventive, and well structured with sound metre and rhyme. <b>11 – 12 – 13</b>	masterful communication and conveyance of the poem, deftly and skilfully revealing poem's meaning. The poem was beautifully written, inventive, and carefully structured with clear metre and rhyme. <b>14 – 15</b>	<b>/15</b>
<b>6.Voice and Articulation</b>	insufficient or excessive projection; monotone or poorly paced or uneven tone. <b>1 – 2 – 3</b>	clear, adequate intonation and pacing across some of the poem. <b>4 – 5 – 6</b>	clear, appropriate intonation, diction, and pacing across most of the poem. <b>7 – 8 – 9 – 10</b>	very clear, crisp, effective use of vocal projection, intonation, diction rhythm, pronunciation and pacing throughout. <b>11 – 12 – 13</b>	very clear, crisp delivery, mastery of rhythm and pace, skilful use of vocal projection, diction and pronunciation, and intonation. <b>14 – 15</b>	<b>/15</b>
<b>7.Performance / Entertainment Value</b>	inadequate; lacklustre, didn't represent the poem well or failed to capture the audience. Offensive or not appropriate family entertainment. Poor microphone technique. <b>1 – 2 – 3 – 4 – 5 – 6</b>	sufficient but lacked meaningful impact. More attention to microphone technique <b>7 – 8 – 9 – 10 – 11 – 12</b>	enjoyable; successfully delivered poem. Some engagement with the audience. Good microphone technique <b>13 – 14 – 15 – 16 – 17 – 18</b>	inspired performance: showed grasp of recitation skills and enhanced the experience of the poem. Great microphone technique <b>19 – 20 – 21 – 22 – 23 – 24</b>	a captivating performance — whole performance equalled "more than sum of its parts." Outstanding microphone technique. <b>25 – 26 – 27 – 28 – 29 – 30</b>	<b>/30</b>
<b>Comments and Signature:</b> 	<div>_____</div> <div>_____</div> <div>Judge's signature _____</div>					<b>Overtime penalty</b> <div>(       )</div> <b>/100</b>

**OVERVIEW:** - Performance Bush Poetry is all about entertaining an audience. Through the medium of Bush Poetry, the performer must capture and hold the attention of the audience, delivering the story of the poem in a manner that enhances and respects the writer's work and provides the audience with a pleasurable experience. ***Judging should always be objective, as poets are performing to entertain the audience.***

### Explanation of criteria on score sheet:

<b>1.Preamble: (10)</b> introduction of poem and author and built expectations or clarified the poem to follow for the audience.
<b>2.Physical Presence: (10)</b> the performer's stage presence, body language, poise, and confidence.
<b>3.Dramatic Appropriateness: (10)</b> the performer's interpretive and performance choices did they enhance an understanding of the poem without overshadowing the poem's language.
<b>4. Memorisation: (10)</b> did the performer demonstrate effective memorisation of the poem?
<b>5. The Poem / Evidence of Understanding the Poem (original or another's poem): (15)</b> whether the performer demonstrated an understanding of the poem's story, emotion, type, characters etc. and conveyed the interpretation to the audience. If original whether the poem was also beautifully written and carefully structured with clear and appropriate metre and rhyme.
<b>6.Voice and Articulation: (15)</b> the performer's projection, pace intonation, rhythm, and proper pronunciation.
<b>7.Performance/Entertainment Value: (30)</b> did the performer capture and hold the attention of the audience and provide them with a pleasurable experience? Did the poet entertain and enhance the audience's engagement with bush poetry through the poem?

### Time penalties:

These will be decided by adjudicators at various competitions, but they should be communicated to all performers before the start of the competition. Standard penalty is the deduction of 2 <i>points</i> for each 15 <i>seconds</i> or part thereof over time. Time allowed for most adult open categories/competitions is <u>8 minutes</u> .
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