

# SCSTA COLLEGE FESTIVAL COMPETITION Evaluation Form

## ANIMATED VOICE OVER

### EVENT RULES

The Character illustration and script will be shared with the students (2) weeks prior to the festival date. They will be evaluated in two parts: Preparation and Presentation. Students will state their names and school for their introduction.

**Preparation: (up to 4 minutes)** Students will first demonstrate an understanding of script and character analysis through a PowerPoint presentation. The Ppt will include:

- 1) a copy of the character illustration that includes clearly marked notes that the performer wrote explaining what visual attributes of the character they took into consideration that influenced and supported the vocal choices they plan to make.
- 2) a copy of the script that includes clearly marked notes that identify the emotional state, the beat shifts, the subtext, the main objective, the physical choices, and the vocal choices that support the performance choices they plan to make.

**Performance: (up to 3 minutes)** Students will then demonstrate their ability to transfer their preparation into a believable performance of the illustrated character. They will play a pre-recorded MP3 file from a thumb drive/file from their laptop with HDMI capability, or from a computer provided by the host for the adjudicators. The recording must be from a single take, with no edits, no sound FX, and no music. The sound quality of the recording should be free from any aberrant sounds, must be easy to hear, recorded at an appropriate gain level, and demonstrate good mic technique. Students will slate their name and school at the beginning of the recording in their own voices. After a full second pause, the script performance will begin in the character's voice. A two-second pause will be added as a transition between each set of lines provided. The performance must demonstrate the choices that were shared in the Preparation presentation. The performance must suspend the audience's disbelief that their choices fit or are believable choices for the character.

A clean copy of the original script and the character illustration will be made available to the Adjudicators to help them evaluate the effectiveness of the performers' interpretation. The goal for the performer is to make vocal, physical, and emotional choices supported by the script and illustration, that suspend the listeners' disbelief so that they believe the choices they prepared brought the animation to life. NO FINALS ROUND

**TIME LIMIT: 4-7 minutes upon the start of their presentation.**

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## ANIMATED VOICE OVER

Performer \_\_\_\_\_

Preliminary Round  Final Round

School \_\_\_\_\_

Time: \_\_\_\_\_ Minutes (Limit 4-7 Minutes)

Criteria	Superior	Advanced	Proficient	Basic Level	Emerging
	5 Points	4 Points	3 Points	2 Points	1 Point
<b>Interpretation of illustration</b>	The student clearly communicated and fully explored all aspects of the illustration, not just the obvious ones, and created a unique, fully realized, and believable option for the character's voice.	The student clearly justified their vocal choices and discovered some aspects in the illustration to use in creating a believable character voice.	The student communicated their choices and justified their vocal choices through at least one obvious character trait found in the illustration.	The student did not communicate their discoveries clearly and merely described the illustration.	The student did not provide enough information to justify their vocal choices based on the illustration.
<b>Interpretation of script</b>	The intellectual and emotional content of the script is communicated clearly and effectively. Emotions, physical choices, vocal choices, subtext, objectives, and beats were exceptionally well planned out demonstrating an understanding and sensitivity to character interpretation.	The intellectual and emotional content of the individual segments of the script is communicated clearly. There is a sense of going beyond the lines to bring a character to life.	The intellectual and emotional content of the individual segments of the script is communicated. Characterization is understood.	The speaker attempts to convey the inner layers of the individual segments of the script but lacks details.	The speaker has little to no emotional and intellectual context for the individual segments of the script.
<b>Preparation and presentation of slides</b>	The speaker spoke extremely well, directly, and fluently. They used excellent vocal variety. They had extremely effective eye contact, gestures, and posture. They appeared confident and prepared.	The speaker spoke very directly and fluently. They used good vocal variety. They had very effective eye contact, gestures, and posture. They were reasonably confident.	The speaker spoke directly and fluently. They used vocal variety. They had effective eye contact, gestures, and posture. They had a sense of confidence.	The speaker struggled to speak directly and fluently. They used some vocal variety. They had lots of vocal fillers. They had some effective eye contact, gestures, and posture but appeared to lack confidence.	The speaker did not speak directly and fluently. They used little to no vocal variety. They had little to no effective eye contact, gestures, and posture. They used a lot of vocal fillers and were unprepared.
<b>Voiceover Performance</b>	The student applied his choices and created a unique, fully realized character with their voice. inflection, pitch, projection, volume, and rate to communicate the appropriate and effective emotional and intellectual levels and shifts of the character.	The student utilized inflection, pitch, projection, volume, and rate to communicate effective emotional and intellectual levels of the character.	The student utilized some of the following elements of inflection, pitch, projection, volume, and rate to define the emotional and intellectual shifts within the script. There were some issues with the audio or mic technique.	Uses limited vocal expression to define the character or the shifts in the script. There were enough issues with the mic technique and audio quality that took away from the performance.	Uses little to no vocal expression to define the character or shifts in the script. Did not follow the directions of the event. Had lots of distracting audio issues in the recording.
<b>Overall Performance</b>	Demonstrates a mastery of the discipline.	Demonstrates a significant level of accomplishment and potential within the discipline.	Demonstrates a high level of accomplishment and potential within the discipline.	Demonstrates a Basic level of accomplishment and potential within the discipline.	Demonstrates an Emerging level of accomplishment and potential within the discipline.

\_\_\_\_\_ **TOTAL POINTS (25 possible)**     
 *Superior (21-25)*     
 *Excellent (16-20)*     
 *Good (11-15)*     
 *Fair (0-10)*

Judges Comments:

Judges Affiliation \_\_\_\_\_ Judges Signature \_\_\_\_\_

### FOR TALLY ROOM ONLY

\_\_\_\_\_ Deductions (-2 for over/undertime in Finals round; Disqualified in Finals)

\_\_\_\_\_ ADJUSTED TOTAL POINTS