

# TirRigh Bardic Championship

Judging Form - Musical Performance

Artist Name:	
Entry:	Total Score: /100
Branch:	Date:
Judge:	Judge's Email:

## Instructions for judges:

- For each question, use a highlighter to mark any terms that apply to the artist.
- Then, circle the box in each row that indicates the point value you wish to assign for that question.
- Please do not use half points. They will be rounded down.

<b>Historical Accuracy/Authenticity:</b> Describes the period appropriateness of the performance. The logical and reasonable substitution of modern instruments and/or techniques are permissible when there are issues of prohibitive cost, or material unavailability.							<b>Bonus</b>
		1	2	3	4	5	6
1. How well is the period appropriate <b>Style &amp; Sound</b> (correct rhythms, melodic and harmonic structures) expressed in the performance?	No attempt made	The performance was fully modern in style and sound	Some effort was made to make the performance sound historical, but predominantly modern sounding	A roughly equal blend of modern and historical performance. Moving towards fully authentic.	The performance may have had slightly modern characteristics but is largely historical in sound and style	The performance was authentically historical both in aesthetic and overall sound and style	The performance would be perfectly at home in a historical context
2. To what extent was a period appropriate <b>Arrangement</b> (correct instrumentation, setting and context) used?	No attempt made	A few of the aspects of the arrangement (instrumentation, setting, or context) in the performance were historical	Some of the aspects of the arrangement were historical	Many of the aspects of the arrangement were historical	Most of the aspects of the arrangement were historical	All of the aspects of the arrangement (instrumentation, setting and context) were historical	All of the aspects of the arrangement would be perfectly at home in a historical context

		1	2	3	4	5	6
3. To what extent were period appropriate <b>Techniques and Interpretation</b> (tuning, temperament and ornamentation styles) used to produce the object?	No attempt made	A few of the techniques and processes used (either tuning, temperament or ornamentation styles) in the performance were historical	Some of the techniques and processes used to in the performance were historical	Many of the techniques and processes used in the performance were historical	Most of the techniques and processes used in the performance were historical	All of the techniques and processes used (tuning, temperament and ornamentation styles) in the performance were historical	All of the techniques and processes used in the performance would be perfectly at home in a historical context

**Comments on Historical Accuracy / Authenticity:**

<b>Documentation:</b> Documentation tells how we know what is historically authentic, when and where it was performed, and establishes the context of all aspects of the performance.							<b>Bonus</b>
		1	2	3	4	5	6
<b>4. Organization:</b> Overall, is the documentation coherent, well-organized, and easy to follow? (Include how well citations and references are incorporated into the text.)	No attempt made	Documentation lacks organization or is difficult to follow, includes minimal in-text citations and/or references	Documentation is somewhat organized and includes some in-text citations and a reference list that follows a standard format	Documentation is sufficiently organized, easy to follow, and includes in-text citations and a reference list that follows a standard format	Documentation is well organized, easy to follow, and includes in-text citations and a reference list that follows a standard format	Documentation is exceptionally well organized, easy to follow, and includes numerous in-text citations and a reference list that follows a standard format	Documentation is of a publishable level

		1	2	3	4	5	6
<p><b>5. Research:</b> Based on the evidence in the documentation, how thoroughly did the Performer research this performance? Include breadth and depth of research, quality of sources used (including primary, secondary, scholarly, etc.) and evidence of the Performer's interpretive process of sources / supporting material.</p>	No attempt made	<p>Documentation suggests only a cursory level of research, little depth or breadth. Few or no primary or scholarly sources consulted</p> <p>Little evidence of interpretation of sources.</p>	<p>Documentation shows some evidence of either breadth or depth of research. Majority of sources cited are secondary or non-scholarly</p> <p>Little or some evidence of interpretation of sources.</p>	<p>Documentation shows the Performer is working toward depth and breadth of research. At least some primary or reputable scholarly resources cited</p> <p>Some interpretation of sources is evident.</p>	<p>Documentation shows research with some depth and breadth. Sources used are generally high-quality, including primary and scholarly sources. Some interpretation of sources is evident.</p>	<p>Documentation shows very thorough research with both depth and breadth. Sources used are consistently high-quality, with an abundance of primary sources</p> <p>The Performer did extensive interpretation of sources.</p>	<p>Documentation presents new research conducted that extends upon what is known in the field or draws upon sources that were previously not generally known of or available</p>
<p><b>6. Connection (between documentation and performance):</b> How well does this documentation support the performance? Is the performance itself clearly supported by the documentation given? Is the link between the research and the performance clear?</p>	No attempt made	<p>Documentation makes only oblique reference to the performance and might have wandered between topics without focus</p>	<p>Documentation addresses the performance in only a superficial fashion</p> <p>The Performer makes a vague connection between their research and their performance</p>	<p>Documentation is adequate to support the performance</p> <p>The Performer makes a basic connection between their research and their performance</p>	<p>Documentation is effectively used to support the performance</p> <p>The Performer demonstrated a significant connection between their research and their performance</p>	<p>The performance is clearly and thoroughly supported by the Documentation</p> <p>The Performer's process was clearly informed by their research at every step, which is evident in reading documentation</p>	<p>Documentation is of a publishable level</p>

		1	2	3	4	5	6
<p><b>7. Explanation (of performance):</b> To what degree does the documentation describe the process used to create the performance?</p>	No attempt made	Performance is only loosely, or inconsistently described. It would be difficult for a reader to interpret the Performer's process for creating their performance. Very little of the recreation choices are explained and/or justified.	Performance is somewhat described. A reader can interpret some of the Performer's process for creating their performance. Some of the recreation choices are explained and justified.	Performance is satisfactorily described. A reader can interpret the Performer's process for creating their performance. Many of the recreation choices are explained and justified.	Performance is clearly described. A reader can interpret the Performer's process for creating their performance. Most of the recreation choices are explained and justified.	Performance is clearly and completely described. A reader can easily interpret the Performer's process for creating their performance, & could recreate it themselves. All recreation choices are clearly explained and thoroughly justified.	Documentation is of a publishable level

**Comments on Documentation:**

<b>Technical Ability:</b> The level of mastery of the period appropriate skill set necessary to perform the piece.							<b>Bonus</b>
		1	2	3	4	5	6
<p><b>8. Accuracy:</b> How well does the Performer perform the piece? Are the notes/words/rhythms right? Consider memorization, pitch, tempo, pronunciation, attack and cut-off, technical precision.</p>		The Performer demonstrated mastery of the accuracy of the performance in a few areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in a some areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in many areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in most areas of the piece	The Performer demonstrated mastery of the accuracy of the performance in a all areas of the piece	The Performer went beyond mastery of the accuracy of the performance in some significant way

		1	2	3	4	5	6
<b>9. Sound Quality:</b> How well does the Performer demonstrate mastery of period appropriate tone color, resonance, volume, enunciation, delivery, breath control, vibrato, fluency and clarity?	No attempt made	The Performer demonstrated mastery of the sound quality of the performance in a few areas of the piece	The Performer demonstrated mastery of the sound quality of the performance in a some areas of the piece	The Performer demonstrated mastery of the sound quality of the performance in many areas of the piece	The Performer demonstrated mastery of the sound quality of the performance in most areas of the piece	The Performer demonstrated mastery of the sound quality of the performance in a all areas of the piece	The Performer went beyond mastery of the sound quality of the performance in some significant way
<b>10. Expressiveness:</b> How well does the Performer demonstrate mastery of period appropriate phrasing and pacing?	No attempt made	The Performer demonstrated mastery of the expressiveness of the performance in a few areas of the piece	The Performer demonstrated mastery of the expressiveness of the performance in a some areas of the piece	The Performer demonstrated mastery of the expressiveness of the performance in many areas of the piece	The Performer demonstrated mastery of the expressiveness of the performance in most areas of the piece	The Performer demonstrated mastery of the expressiveness of the performance in a all areas of the piece	The Performer went beyond mastery of the expressiveness of the performance in some significant way
<b>11. Overall Mastery:</b> How well does the Performer demonstrate the necessary skill and preparation relative to the requirements of the piece?		The Performer demonstrated overall mastery of a few aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of some aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of many aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of most aspects of the appropriate period aesthetic	The Performer demonstrated overall mastery of all aspects of the appropriate period aesthetic	The Performer went beyond overall mastery of the period aesthetic in some significant way

**Comments on Technical Ability:**

<b>Difficulty/Complexity:</b> Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the performance. The complexity of a piece should be considered within the context of the genre of the piece rather than in terms of the complexity of other performances in the competition.							<b>Bonus</b>
		1	2	3	4	5	6
<b>12. Difficulty of Format:</b> How long does it take to build the foundational skills to perform this type of piece? In other words, rate the general skill requirements for this genre or instrument.		The techniques, abilities and skills used to perform the piece required basic musical skills	The techniques, abilities and skills used to perform the piece were somewhat challenging	Many of the techniques, abilities and skills used to perform the piece were challenging	Most of the techniques, abilities and skills used to perform the piece provided a significant challenge	All of the techniques, abilities and skills used to perform the piece provided a significant challenge	All of the techniques, abilities & skills used to perform the piece required years of practice & training to achieve the final result
<b>13. Difficulty of Specific Piece:</b> How hard is this specific piece to perform in its current arrangement? Consider technical requirements such as speed, range, complex accompaniment and period ornamentation.		Performing this particular piece required minimal preparation, a few skills, and little specialized knowledge	Performing this particular piece involved some advance preparation, and some specialized skills or knowledge	Performing this particular piece involved some advance preparation, and some specialized skills and knowledge	Performing this particular piece required advance preparation, and a variety of skills and specialized knowledge	Performing this particular piece required extensive preparation, a variety of skills, a breadth of specialized knowledge	Performing this particular piece also required years of practice and training to achieve the final result

		1	2	3	4	5	6
<b>14. Scope:</b> How big a project was this performance? Consider the scope & size of the piece being performed, translations, research & extrapolation required, other supporting work & overall quantity of work involved.		Performing this particular piece required minimal preparation, a few skills, and little specialized knowledge	Performing this particular piece involved some advance preparation, and some specialized skills or knowledge	Performing this particular piece involved some advance preparation, and some specialized skills and knowledge	Performing this particular piece required advance preparation, and a variety of skills and specialized knowledge	Performing this particular piece required extensive preparation, a variety of skills, a breadth of specialized knowledge	Performing this particular piece also required years of practice and training to achieve the final result

**Comments on Difficulty/Complexity:**

Artistic Merit							Bonus
		1	2	3	4	5	6
<b>15. Aesthetics:</b> How well does the interpretation fit the character and context of the performance?	No attempt made	The Performer's interpretation fit the character and context of the performance in a few aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in some of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in many of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in most of the aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in all aspects of the appropriate period aesthetic	The Performer's interpretation fit the character and context of the performance in all aspects of the appropriate period aesthetic and went beyond in some significant way

		1	2	3	4	5	6
<p><b>16. Originality:</b> How well does the Performer present the performance in any new, more detailed, more obscure or otherwise interesting way? Consider any choices that go beyond what others have done, bringing new knowledge or performance choices.</p>	No attempt made	The Performer made an attempt to present the performance in either a slightly new, more detailed, more obscure OR otherwise interesting way	The Performer presented the performance in either a somewhat new, more detailed, more obscure OR otherwise interesting way	The Performer presented the performance in either a mostly new, more detailed, more obscure OR otherwise interesting way	The Performer presented the performance in a new, more detailed, more obscure OR otherwise interesting way	The Performer presented the performance in a new, more detailed, more obscure AND otherwise interesting way	The Performer presented the performance in a completely new, more detailed, more obscure AND otherwise interesting way which went beyond what the judges felt possible
<p><b>17. Emotional Impact:</b> How well does the Performer generate an emotional impact in congruence with the presumed intent of the composer.</p>	No attempt made	The Performer made an attempt to convey the emotional content of the piece	The Performer was somewhat able to convey the emotional content of the piece	The Performer was mostly able to convey the emotional content of the piece. The performance evoked the general feeling of the piece	The Performer was able to convey the emotional content of the piece	The Performer was completely able to convey the emotional content of the piece. The performance showed a nuanced understanding of the composer's presumed intent	The Performer went beyond what beyond what one would reasonably expect in conveying the emotional content of the piece
<p><b>Comments on Artistic Merit:</b></p>							

Presentation							Bonus
		1	2	3	4	5	6
<p><b>18. Setting the Stage:</b> How well does the Performer create the setting for the performance?</p> <p>Consider costumes, props, ambiance, in-persona introduction and interactions with the audience in-persona.</p>	No attempt made	The Performer made an attempt to create a setting for the performance in a manner appropriate to both the piece and the time period	The Performer was able to somewhat create a setting for the performance in a manner appropriate to both the piece and the time period	The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing some costumes, props, in-persona introductions and interactions	The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing many costumes, props, in-persona introductions and interactions	The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period by utilizing most costumes, props, in-persona introductions and interactions	The Performer was able to create a setting for the performance in a manner appropriate to both the piece and the time period in a way that would have been completely at home in period
<p><b>19. Oral Presentation:</b> How well does the Performer present the piece in a way that provides meaningful context and educates the listeners on the piece?</p>	No attempt made	The Performer communicated their breadth OR depth of knowledge with basic details to demonstrate their knowledge	The Performer communicated their breadth OR depth of knowledge with some details of their knowledge	The Performer communicated breadth OR depth by providing details to demonstrate their knowledge	The Performer communicated breadth and depth by providing details to demonstrate their knowledge	The Performer communicated breadth and depth by providing many details to fully demonstrate their knowledge	The Performer communicated breadth and depth by thoroughly communicating their knowledge with many minor details and examples demonstrating their knowledge

		1	2	3	4	5	6
20. <b>Questions:</b> How well does the Performer answer questions and elaborate on issues the questions raised?	No attempt made	The Performer was able to answer a few questions	The Performer was able to answer some questions and elaborate somewhat	The Performer was able to answer many questions and elaborate somewhat	The Performer was able to answer many questions and elaborate a great deal	The Performer was able to answer all questions posed and elaborate a great deal	The Performer's answers to questions demonstrated extraordinary fluency with their topic

**Comments on Presentation:**