

Tir Righ Bardic Championship

Judging Form - Original Music

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.

Historical Accuracy/Authenticity: Describes the period appropriateness of the composition and performance. The logical and reasonable substitution of modern instruments and/or techniques are permissible when there are issues of prohibitive cost, or material unavailability.							Bonus
		1	2	3	4	5	6
1. Form: To what extent is the overall structure of the piece consistent with a specific time and place in period?	No attempt made	An attempt was made to follow a period form	Some aspects of the piece were historically appropriate but the overall effect was modern	A roughly equal blend of modern and historical elements. Moving towards fully authentic	The piece may have had slightly modern characteristics but is largely historical content and style	The piece was demonstrably accurate by any reasonable measure	The structure of the piece would be perfectly at home in a historical context
2. Compositional Style: To what extent are the compositional details used in this piece consistent with the aesthetic of the period?	No attempt made	Some aspects of historically accurate composition style were attempted	Some of the aspects of the composition style were historical	Many of the aspects of the composition style were historical	Most of the aspects of the composition style were historical	All of the aspects of the composition style were historical	All of the aspects of the composition style would be indistinguishable from a period composition

		1	2	3	4	5	6
3. Performance Style: To what extent was the performance of the piece consistent with the aesthetic of the period?	No attempt made	A some elements period performance style were attempted	Some elements of the performance style were historically accurate	Many elements of the performance style were historically accurate	Most elements of the performance style were historically accurate	All elements of the performance style were historically accurate	This performance would be indistinguishable from a period performance of the same piece

Comments on Historical Accuracy / Authenticity:

Documentation: 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. <i>For this category</i> , documentation also includes oral presentation of research.							Bonus
		1	2	3	4	5	6
4. Organization: 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>5. Research: 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>	<p>No attempt made</p>	<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>6. Connection (between documentation and performance): 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>	<p>No attempt made</p>	<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>7. Explanation (of performance): 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:

Technical Ability: The level of mastery of the skill set necessary to compose and perform the piece.							Bonus
		1	2	3	4	5	6
<p>8. Accuracy: How cleanly does the entrant perform the piece? Are the notes/words/rhythms right? Consider memorization, pitch, tempo, pronunciation, attack and cut-off, technical precision.</p>		The Performer was unable to get through the piece or had major pitch or timing problems	The Performer made significant and noticeable errors but was able to complete the piece	The Performer successfully performed the piece, in time and in tune	The Performer performed the piece with enough precision and clarity to highlight many nuances of the composition	The Performer performed the piece with enough precision and clarity to highlight all of the nuances of the composition	The Performer went beyond mastery of the accuracy of the performance in some significant way

		1	2	3	4	5	6
<p>9. Sound Quality: How well does the Performer demonstrate mastery of tone color, resonance, volume, enunciation, delivery, breath control, vibrato, fluency and clarity?</p>		The Performer made a discernable attempt at sound quality	The Performer demonstrated skill in some areas of sound quality	The Performer demonstrated a good overall sound quality	The Performer demonstrated a good overall sound quality in all aspects of the performance and exceptionally good in some aspects	The Performer demonstrated an excellent overall sound quality in all aspects of the performance	The Performer went beyond mastery of the sound quality of the performance in some significant way
<p>10. Structure: How well does the piece execute the form it is intended to emulate? Consider cadences, voice leading, meter, rhyme scheme if applicable, choice of modes/tonality, other structural and formal elements.</p>	No attempt made	The composer attempted to follow some aspects of the target form	The composer successfully followed some aspects of the target form	The composer successfully followed the target form and matched it to the content of the piece	The composer used the form in a skillful way that enhanced the overall quality of the piece	The composer used the form in a masterful way that greatly enhanced the overall quality of the piece	The Performer went beyond mastery of the form in some significant way
<p>11. Content: How well are the components of the piece executed? Consider the melodic quality of the parts, transitions, word choice, how well each line suits the voice or instrument.</p>		The composer attempted to follow some aspects of the target form	The composer successfully followed some aspects of the target form	The composer successfully followed the target form and matched it to the content of the piece	The composer used the form in a skillful way that enhanced the overall quality of the piece	The composer used the form in a masterful way that greatly enhanced the overall quality of the piece	The Performer went beyond mastery of the form in some significant way

Comments on Technical Ability:

Difficulty/Complexity: Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the composition and 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 entries in the competition.							Bonus
		1	2	3	4	5	6
12. Difficulty of Performance: How hard is this piece to perform? Consider technical requirements such as speed, range, complex accompaniment and period ornamentation.		Performing this piece requires only rudimentary musical skills	Performing this piece requires basic musical skills and some preparation	Performing this piece involved some advance preparation, and some specialized skills and knowledge	Performing this piece required advance preparation, and a variety of skills and specialized knowledge	Performing this 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
13. Difficulty of Compositional Elements: How much skill does it take to write a piece like this? Consider use of counterpoint, rhythmic variation, modulation, complex poetic forms, foreign languages, musical and poetic constraints, and other details that give opportunity for error.		Composing this piece requires only rudimentary musical knowledge	Composing this some basic musical knowledge, study, and experimentation	Composing this piece involved a moderate amount of musical knowledge, study, and experimentation	Composing this piece required advanced musical knowledge and extensive study and experimentation	Composing this piece required advanced musical knowledge and extensive study and experimentation in multiple aspects of the piece	Composing this particular piece also required years of practice and training to achieve the final result

		1	2	3	4	5	6
14. Scope: 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.		Composing and performing this particular piece required minimal preparation, a few skills, and little specialized knowledge	Composing and performing this particular piece involved some advance preparation, and some specialized skills or knowledge	Composing and performing this particular piece involved some advance preparation, and some specialized skills and knowledge	Composing and performing this particular piece required advance preparation, and a variety of skills and specialized knowledge	Composing and performing this particular piece required extensive preparation, a variety of skills, a breadth of specialized knowledge	Composing and 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
15. Composition: How beautiful, moving, inspirational, impactful, or humorous is the piece itself? (Ignoring the quality of the performance)		The piece did not achieve the composer's artistic objectives	Some parts of the piece were pleasing or impactful	The piece was moderately pleasing and/or impactful in the ways that the composer intended	The piece was beautiful or highly moving	The piece was exceptionally beautiful or highly moving on multiple levels	The piece was exceptionally beautiful or highly moving on multiple levels and went beyond in some significant way

		1	2	3	4	5	6
16. Performance: To what extent does the performance fit the character and context of the piece and add to its beauty or impact?	No attempt made	The performance did not match the character and context of the piece	The performance fit the character and context of the piece in some of the aspects	The performance fit the character and context of the piece	The performance fit the character and context of the piece and added to its beauty or impact	The performance fit the character and context of the piece and added greatly to its beauty or impact	The performance fit the character and context of the piece, added greatly to its beauty or impact, and went beyond in some significant way
17. Originality of Content: How much of the piece is new (completely original vs. contrefact), and does the content of the piece show a unique perspective or unusual themes?	No attempt made	The piece is a contrefact or a variation on an existing tune AND differs only slightly from the original	The piece is a contrefact or a variation on an existing tune AND differs significantly from the original, OR is a fully original work with minimal difference from existing examples	The piece is a fully original work, with moderate difference from existing examples	The piece is a fully original work, and shows a unique perspective or unusual themes	The piece is a fully original work, and shows a highly unique perspective or highly unusual themes	The piece is a fully original work, and shows a highly unique perspective or highly unusual themes, beyond what the judges felt possible
18. Originality of Execution: To what extent does the composer show a distinctive technique, style, or voice within the chosen compositional format?	No attempt made	The compositional style was consistent with common examples	The compositional style was slightly different from common examples	The compositional style was recognizably unique to the composer	The composer applied the chosen form and style in a new and unusual way	The composer used the tools of the chosen form and style to create something new and innovative	The composer innovated beyond what could be expected to work within the chosen form and style

Comments on Artistic Merit:

<p>Presentation: This section applies to any introductions given to the audience and to general stage presence. The oral presentation of research given to the judges, along with fielding questions, should be counted as part of the scores in the <i>Documentation</i> section.</p>							<p>Bonus</p>
		1	2	3	4	5	6
<p>19. Setting the Stage: 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>	<p>No attempt made</p>	<p>The Performer made an attempt to create a setting for the performance (in a manner appropriate to the piece and the time period)</p>	<p>The Performer was able to somewhat create a setting for the performance</p>	<p>The Performer was able to create a setting for the performance</p>	<p>The Performer was able to create a nuanced setting for the performance at multiple levels</p>	<p>The Performer was able to fully immerse the audience in the sense and context of the performance</p>	<p>The Performer was able to fully immerse the audience in the sense and context of the performance to an exceptional degree</p>

		1	2	3	4	5	6
<p>20. Stage Presence and Audience Engagement: How well does the performer demonstrate poise, confidence, charisma, clarity, awareness of the space and the people in it, and engage the audience in a manner consistent with the piece?</p>	<p>No attempt made</p>	<p>The performer attempted to demonstrate one or more aspects of stage presence but was mostly unsuccessful</p>	<p>The performer was able to demonstrate some aspects of stage presence and was partially successful at connecting with the audience</p>	<p>The performer showed a basic level of stage presence and audience connection</p>	<p>The performer showed notably good stage presence and solidly engaged the audience</p>	<p>The performer showed exceptional stage presence and strongly impacted the audience</p>	<p>The performer showed the stage presence of a true master and profoundly impacted the audience</p>

Comments on Presentation: