Theatre Auditions Rubric - Savannah Arts Academy

Student Name:_____Grade:_____

Improvisation (Maximum 35 Points)

	10-8 Points	7-5 Points	4-2 Points	1-0 Points	Points Earned	Points Available
Character Relationships	Excellent relationship with others in the scene	Strong relationship with others in the scene	Some interaction present, but appears to be forced	Weak to no interaction		10
Creativity	Demonstrates excellent creativity	Demonstrates strong creativity	Demonstrates some creativity	Demonstrates little to no creativity		10
Spontaneity	Excellent spontaneous performance	Fairly strong spontaneous performance	Somewhat spontaneous performance	Weak to no spontaneity		10
Vocal Production	Clearly heard and understood	Heard and understood most of the time	Heard and understood some of the time	Difficult to hear and understand		5

Monologue (Maximum of 60 Points)

	10-8 Points	7-5 Points	4-2 Points	1-0 Points	Points Earned	Points Available
Professionalism: Slating/Opening Transitions Final Moments	**Slating & Opening:** Clearly held the moment to end, clear slating articulation of name and piece. **Transitions:** Thoughtful, motivated, creative, and smooth transitions. **Final moments/exiting:** Confident approach and exit, personable opening, clean solid conclusion, grounded exit from space, energetic. No errors.	**Slating & Opening:** Mostly clear articulation of name and piece(s), mostly clean and direct, minor errors, mostly energetic, mostly personable and confident approach. **Transitions:** Mostly smooth and creative transitions, mostly thoughtful and motivated transitions. **Final moments/exiting:** Mostly confident exit, mostly grounded exit from space, mostly held the final moment, with a clean, solid conclusion.	**Slating & Opening:** Somewhat clear articulation of name and pieces. Somewhat confident approach and personable. Somewhat clean and direct. A few errors. **Transitions:** Somewhat smooth, thoughtful, creative, motivated transitions. **Final moments/exiting:** Somewhat grounded exit from space and holding of the final moment. Somewhat confident exit. Clean conclusion	**Slating & Opening:** Unclear articulation of name and pieces. Limited energy and reserved approach. Could be more personable, clean and direct. Several errors. **Transitions:** Transitions could be more motivated, creative, smoother, thoughtful. **Final moments/exiting:** Did not hold the final moment. Somewhat clean conclusion. Exit not confident.		10
Character / **Character Cont.**	**Character Development:** • Brings individuality • Active tactics connected to character. • Risks taken within framework of given circumstances. • Honest discoveries and realizations as the character.	**Character Development:** • Sustained believability connected to the text. • All choices are well-defined: obstacle, tactic, motivation, subtext, mannerisms, and physicality. • Character makes a journey. • Character displays different	**Character Development:** • Believable moments occur within piece. • Character development is evident. • Students exhibit 3 to 4 choices: obstacle, tactic, motivation, subtext,	**Character Development:** • Characterization is not believable or present. • Student exhibits 1 to 2 choices: obstacle, tactic, motivation, subtext, mannerisms, and		10

	• Character makes a clear journey. • Strong depth of character.	layers.	mannerisms, and physicality. • Character attempts to make a journey. • Character displays a flat single layer.	physicality. • No character journey. • No character layers present.		
Voice	• Utilizes adept vocal techniques with specific choices to find the voice of the character (intonation and connotation, subtext revealed, and vocal emotion). • The orchestration of vocal techniques solidifies director's vision within the playwright's intent.	• Clearly projected, articulate voice, with vocal variety (pitch, rate, tone, tempo, volume, inflection), used throughout the scene.	• Some difficulties in dialogue articulation and projection, resulting in difficulty of understanding. Lack of vocal variety techniques.	• No projection and/or articulation. No vocal variety to express the character.		10
Movement	• Blocking, gestures, facial expressions create a new insight into the text and character. • Actor maintains a grounded presence, utilizes levels and positioning to create a believable character. • Dynamic, engaging, and connected stage compositions enhance	• Blocking, gestures, facial expressions, posture are motivated by the text. • Actor represents a character that is grounded, while demonstrating proper stage positioning.	• Non-intuitive blocking and gesturing, and a disconnect from the text. • Actor demonstrates a character that is not grounded (posture & presence that is indicative of your character) within the scene.	• No variety in movement • Frequent breakdown of traditional blocking rules • Character represents the student and not the textual identity		10
Redirection	• The student demonstrated excellent ability to follow direction, changed their voice and physicality.	• The student was able to follow direction and make strong changes in voice and physicality.	• The student was able to follow direction and make some changes in voice and physicality	• The student had difficulty following directions. They lacked the ability to change their voice and physicality.		10
Overall Presentation	• Appropriate material within actor's capabilities • Lines and blocking well executed in a creative manner and memorized, • Never broke character • Confident and poised	• Material not completely within the actor's capabilities • Demonstrated problems with lines or blocking • Slight character break • Appeared confident	• Questionable choice of material • Often demonstrated problems with lines or blocking • More confidence needed	• Inappropriate material • Numerous problems with lines or blocking • Confidence lacking		10

Resume (Maximum of 5 Points)

	5 Points	4 Points	3 Points	2-0 Points	Points Earned	Points Available
	Resume was very neat and well organized. It included all pertinent personal information, theatrical experience and training	Included most pertinent personal information theatrical experience, and training	Included some pertinent personal information, theatrical information and training	Had important personal information and theatrical information and training missing, or had no resume		5

TOTAL _____ /   100