OREGON HIGH SCHOOL COMPETITION SCORE SHEET **2006/2007**

CONTENT

Division_____ Date_____ Judge's Signature _____

CONTENT: 300 PTS.	30 - 39	40 - 59	60 - 79	80 - 94	95 - 100
Choreography 100 pts. **Creative use of the individual body and/or props/sets (if used) using rhythm , line, and space in conjunction with variety, complexity and style.**	The show construction displays ***simple/singular*** demand upon the performer. The demonstration of style and expressive gradations of space, time, weight and flow are ***not apparent*** through individual responsibilities. Methods and techniques are ***non-existent*** . Phrasing is ***not noticeable*** . The choreography is very ***limited and specific*** while displaying a relationship ***only*** to the primary beat of the audio with ***no relationship*** to the melody. Ensemble responsibilities through the layering of choreography, form, and transition are ***non-existent*** , and the use of floor is ***centrally stagnant*** . The arrangement displays a ***lack*** of the fundamentals of design in choreography, staging, transitions and props/sets (if used) with ***abrupt*** and/or ***non-structured chaotic*** flow.	The show construction displays ***basic/singular*** demand upon the performer. The demonstration of style and expressive gradations of space, time, weight and flow are ***beginning*** to be displayed through individual responsibilities. Methods and techniques are still in the ***discovery*** stage, often extremely ***incomplete*** and ***lacking*** development. Phrasing is ***short*** and ***sporadic*** and is set to ***simple/repeated*** counts. The choreography is ***elementary*** while still relating to the ***primary beat*** and ***occasionally relating*** to the basic melody of the audio. Ensemble responsibilities through the layering of choreography, form, and transition are ***infrequent*** , and the use of floor is ***weak*** and ***repetitious*** . The arrangement ***occasionally*** displays an ***awareness*** of fundamentals of design in choreography, staging, transitions and props/sets (if used) with ***predictable*** and sometimes ***disorderly*** flow.	The show construction displays ***moderate/compound*** demand upon the performer. The demonstration of style and expressive gradations of space, time, weight and flow are ***moderately*** displayed through individual responsibilities. Methods and techniques require a ***moderate*** degree of mental and physical challenge. Phrases are ***fuller*** and ***explore*** multiple combinations while still set to ***simple/repeated*** counts. The choreography ***occasionally*** attempts multiple tasks while ***beginning*** to explore various aspects of the audio ***not related*** to the primary beat and melody. Ensemble responsibilities through the layering of choreography, form, and transition are ***apparent*** , and the use of floor is ***adequate*** . The arrangement ***often*** displays ***basic*** knowledge of the fundamentals of design and logic in choreography, staging, transitions and props/sets (if used) with ***satisfactory*** flow.	The show construction displays ***intricate/multiple*** demand upon the performer. The demonstration of style and expressive gradations of space, time, weight and flow are ***consistently*** displayed through individual responsibilities. Methods and techniques require a ***high degree*** of mental and physical challenge. Phrases ***may be*** longer and ***involve*** more complex combinations as well as ***mixed/complex*** sets of counts. The choreography ***frequently*** displays multiple tasks, ***usually*** reflecting ***most*** of the aspects of the audio (direct) and/or ***occasionally*** exploring realms ***independent*** of the audio (indirect). Ensemble responsibilities through the layering of choreography, form, and transition are ***highly developed*** , and the use of floor is ***excellent*** . The arrangement ***frequently*** displays a ***mastery*** of design and logic in choreography, staging, transitions and props/sets (if used) with ***well organized*** flow.	The show construction displays ***complex/multiple*** demand upon the performer. The demonstration of style and expressive gradations of space, time, weight and flow are ***standard setting*** through individual responsibilities. Methods and techniques ***require*** the highest degree of physical and mental development. Phrases are ***full*** and ***challenge*** the performer with ***complex and varied*** combinations both in body and counts. The choreography, direct and/or indirect, is ***diverse and challenging*** ; ***consistently*** displaying multiple tasks, and is a ***total*** and ***elevated*** reflection of the audio. Ensemble responsibilities through the layering of choreography, form, and transition are ***inseparable*** , and the use of floor is at a ***maximum*** . The arrangement ***constantly*** displays a ***sophisticated*** level of design and logic in choreography, staging, transitions and props/sets (if used) with ***superbly organized*** flow.
Forms/Staging 100 pts. **Creative use of space through variety and complexity of forms and/or staging in conjunction with complementary ensemble choreography.**					
Maneuvering 100 pts. **Creative use of logical movement utilizing variety and compexity in conjunction with complementary transitional choreography.**					

SAMPLE

CONTENT: 300 PTS.	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2	Rd. 1	Rd. 2
Choreography 100 pts.																				
Forms/Staging 100 pts.																				
Maneuvering 100 pts.																				
Total Points 300 pts.																				
Grand Total Points 600 pts.																				
Ordinals																				