



**THEATRE FOR YOUTH (TFY)  
ELEMENTARY & MIDDLE SCHOOL  
THEATRE FESTIVALS**

March 14, 2020: Collins Intermediate School,  
Scottsboro, AL (Deadline – February 28, 2020)

April 4, 2020: St. James School,  
Montgomery, AL (Deadline – March 20, 2020)

[www.altheatre.com](http://www.altheatre.com)

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**March 14, 2020: Collins Intermediate School, 102 Legion Drive, Scottsboro, AL, 35768**  
**April 4, 2020: St. James School, 6010 Vaughn Rd., Montgomery, AL, 36116**

The Theatre for Youth Middle School Festival celebrates excellence in Alabama's Community and School drama/theatre programs by allowing students a venue for exhibition, competition, and observation theatre in action.

In 2020, there will be two festivals, held a few weeks apart in different parts of the state, so participants may choose the festival which will be most convenient to attend. The festival is open to all community and school theatre programs that have students in grades 4-8. Classroom teachers and community youth theatre program sponsors may register a group. Individual students may be registered in **NO MORE THAN TWO INDIVIDUAL EVENTS**, and up to one group event.

### COMPETITION EVENTS:

- Solo Acting – Novice (Students in Grades 4-5)
- Solo Acting – Varsity (Students in grades 6-8)
- Duet Acting – Novice (Students in Grades 4-5)
- Duet Acting – Varsity (Students in grades 6-8)
- Solo Musical – Novice (Students in Grades 4-5)
- Solo Musical – Varsity (Students in grades 6-8)
- Duet Musical Theatre – Novice (Students in Grades 4-5)
- Duet Musical Theatre – Varsity (Students in Grades 6-8)
- Group Acting (3 to 6 students) – Novice (Students in Grades 4-5)
- Group Acting (3 to 6 students) -- Varsity (Students in Grades 6-8)
- Technical Showcase -- Novice (Students in Grades 4-5)
- Technical Showcase – Varsity (Student in Grades 6-8)

### FEES

ACT requires that every student AND adult who participates in an ACT program be a member of ACT. Students pay a membership fee of \$5. Students may participate in a total of 2 individual events with a fee of \$10 per student per event, and one group event with a fee of \$10. (This is for each festival, so if you bring students to both TFY festivals, they would pay the \$5 membership once, then they could compete in 2 individual/duet events for a fee of \$10 per event at each festival, same for group events.)

Your school or organization pays an Organizational Membership Fee of \$60, which covers one teacher as the organizational delegate. These fees are paid ONCE annually, even if you participate in more than one ACT event that academic year. If you register your students for the Secondary Trumbauer District Festival this counts as your Organization Membership Fee. Please note this on your registration form. Additional teachers or adult chaperones from each school or organization need to become adult members at \$25.

## SPONSOR RESPONSIBILITIES

- Fill out the registration form ONLINE **GOOGLE FORM** and send fees to Executive Director, Alabama Conference of Theatre, PO Box 361945, Birmingham, AL 35236 by **February 28, 2020** for the Scottsboro festival; **March 20, 2020** for the Montgomery festival.
- Prepare your students for each of the events.
- Chaperone your students.
- You do not need to print judge ballots for your student. You will receive your student's completed judge ballots at the end of the festival

## EVENT RULES

### **INTRODUCTIONS**

In each event, a brief introduction to the piece should be given. Students will introduce themselves and give the title of their piece for solo acting, duet acting, and/or solo musical. Students should identify their school or program in the introduction. In the duet and group acting category each student should give his/her name. This introduction may be creative or simply perfunctory. Timing will begin after the introduction. No student will be penalized for the shortness of a piece if the judging criteria is met.

**SOLO ACTING-** (Novice and Varsity) - A student performs an original or published monologue lasting **no longer than 3 minutes**. The monologue may be comedic or dramatic. **ALL** entries must be appropriate for the age of the student, their school and community with regards to language and subject matter. *Violation of this rule is grounds for disqualification.* Props and costumes are not allowed. A chair may be used. The monologue must be memorized. Student will be judged on characterization, movement and bodily expression, vocal expression and interpretation, selection of scene, blocking, rhythm and pacing.

**DUET ACTING** – (Novice and Varsity) - Two students (both within the appropriate grade levels of their classification) perform an original or published scene (dialogue) lasting **no longer than 3 minutes**. The scene appropriately balanced between characters and may be comedic or dramatic. **ALL** entries must be appropriate for the age of the student, their school and community with regards to language and subject matter. *Violation of this rule is grounds for disqualification.* Props and costumes are not allowed. Two chairs may be used. The scene must be memorized. Each student will be judged individually on acting, characterization, movement and bodily expression, vocal expression and interpretation.

Students in the duet acting category will also be judged together on interaction, support, connection, blocking, unity, rhythm and pacing.

**SOLO MUSICAL** – (Novice and Varsity) - A student performs a selection that must come from a musical play, revue, or a musical movie. (suggested list included), **no longer than 3 minutes**. The number must be appropriate and within the student's range of ability. It is suggested that the student sets up the song by beginning with a brief monologue and then

segueing into the song. Costumes and props are not allowed. One chair may be used. Choreography and movement is acceptable. Students will provide their own portable device with speaker. The student should have someone they have rehearsed with to operate their sound or do it themselves. The accompaniment must be music only. No vocals are allowed on the accompaniment. A piano, other instruments or an accompanist may not be used. A student may not sing a cappella. Microphones will not be used. Song must be memorized. Students in this category will be judged on tone, vocal expression and interpretation, diction, technique, characterization, movement/dance, appropriateness of selection and scene.

**DUET MUSICAL – (Novice and Varsity)** Two students (both within the appropriate grade levels of their classification) perform an original or published work from a musical, revue, or musical movie lasting **no longer than 3 minutes**. The piece should be appropriately balanced between characters and may be comedic or dramatic. **ALL** entries must be appropriate for the age of the student, their school and community with regards to language and subject matter. *Violation of this rule is grounds for disqualification.* Props and costumes are not allowed. Two chairs may be used. The number must be appropriate and within the student's range of ability. It is suggested that the students set up the song by beginning with a brief monologue/dialogue and then segueing into the song. Costumes and props are not allowed. Choreography and movement is acceptable. Students will provide their own portable device with speaker. The student should have someone they have rehearsed with to operate their sound or do it themselves. The accompaniment must be music only. No vocals are allowed on the accompaniment. A piano, other instruments or an accompanist may not be used. A student may not sing a cappella. Microphones will not be used. Song must be memorized. Students in this category will be judged on tone, vocal expression and interpretation, diction, technique, characterization, movement/dance, appropriateness of selection and scene.

Students in the duet musical category will also be judged together on interaction, support, connection, blocking, unity, rhythm and pacing.

### **GROUP ACTING EVENT REQUIREMENTS**

Three (3) to six (6) students (each within the appropriate grade levels of their classification) perform an original or published work from a musical, revue, or musical movie lasting **no longer than 5 minutes**. Selection must come from a play, screenplay or teleplay. Selection should be as equally balanced between characters as possible. **ALL** entries must be appropriate for the age of the student, their school and community with regards to language and subject matter. *Violation of this rule is grounds for disqualification.* The cutting should be memorized. During the introduction one of the students must name the author and source from which the cutting was made. If the piece is student written, a signed statement from the teacher must be attached to a copy of the work indicating it is the product of that particular student. No properties, costumes or stage make-up are permitted. Only 6 straight back chairs are permitted, and must be provided by the competing school. Performance should be blocked for movement.

### **TECHNICAL THEATRE SHOWCASE – (Novice and Varsity)**

The student may choose ONE of the following technical theatre elements – set design, costume design, or hair and makeup design. Students must present their vision to a panel of adjudicators using a tri-fold presentation board. Students will be given 3 minutes to answer questions from the adjudicators about their vision. The adjudication will not be private- all participants will present “science fair” style in the room.

Students MUST submit a design from *The Wizard of Oz* (Each year, a well know play or musical will be selected). The tri-fold presentation board should clearly identify the show, credit the playwright©, authors, and/or lyricists, and, if a design is based on a specific scene or moment, clearly identify the moment. Designs should include specifics for each element of technical theatre. For example, set designs should include a detailed set rendering of a scene or moment from the selected work. Costume designs should include drawings of six (6) characters and could include fabric swatches or even photos of student-created costumes. Makeup design should include drawings of six (6) characters but also could include photos of student work on a real person, as well as photos of materials used in the design. Colored drawings and other renderings should be done on a full six 8.5” x 11” sheet and attached to the presentation board.

#### QUESTIONS ADJUDICATORS MIGHT ASK:

What inspired your design concept?

What do you thing are the best parts of your design?

Explain what materials and products are essential to your design.

What is the mood you are trying to create with your design, and why?

**First, second, third place and (2) honorable mention awards will be given in each of the following categories:**

- Solo Acting – Novice
- Solo Acting – Varsity
- Duet Acting – Novice
- Duet Acting -- Varsity
- Solo Musical – Novice
- Solo Musical – Varsity
- Duet Musical – Novice
- Duet Musical – Varsity
- Group Acting – Novice
- Group Acting – Varsity

**2 Excellence in Technical Theatre awards will be given to**

- Technical – Novice
- Technical – Varsity

All students will receive participation certificates.

## SUGGESTED BROADWAY SONGS FOR CHILDREN

All I Do is Dream of You (Singin' in the Rain)  
Along in the Universe (Seussical)  
Any Dream Will Do (Joseph)  
Baby Mine (Dumbo)  
Ballad of Davy Crocket  
Bare Necessities (Jungle Book)  
Be Kind To Your Parents (Fanny)  
Being Green (Sesame Street)  
Beauty And The Beast (Beauty and the Beast)  
Bibbity Boppity Boo (Cinderella)  
Big Blue World (Finding Nemo)  
Born to Entertain (Ruthless)  
Candle on the Water (Petes Dragon)  
The Candy Man (Willy Wonka)  
Castle On A Cloud (Les Miserables)  
Consider Yourself (Oliver)  
Count Your Blessings instead of Sheep  
Cruella De Vil (101 Dalmations)  
Different (Honk)  
Dites-Moi (Tell Me Why)  
Doll on a Music Box/Truly Scrumptious (Chitty Chitty Bang Bang)  
Dream For Your Inspiration (Muppets Take Manhattan)  
Do-Re-Mi (Sound of Music)  
Edelweiss (The Sound of Music)  
Electricity (Billy Elliott)  
Ev'rybody Wants to be a Cat (Aristocats)  
Feed the Birds (Mary Poppins)  
Food Glorious Food (Oliver)  
Friend (Snoopy)  
Gary, Indiana (Music Man)  
Getting Tall (Nine)  
Getting To Know You (King and I)  
God Help the Outcasts (Hunchback of Notre Dame)  
Good Morning (Singin' In the Rain)  
Green Eggs and Ham (Seussical)  
The Girl I Mean To Be (Secret Garden)  
Hakuna Matata (Lion King)  
Happiness (Charlie Brown)  
Happy Talk (Sound of Music)  
I Always Knew (Annie)  
I'd Do Anything (Oliver)  
I Don't Need Anything But You (Oliver)  
I Don't Want to Live on the Moon (Sesame Street)  
I Enjoy Being A Girl (Flower Drum Song)  
I Gotta Crow (Peter Pan)  
I Just Can't Wait To Be King (Lion King)  
I Won't Grow Up (Peter Pan)  
I Feel Pretty (West Side Story)  
I Got the Sun in the Morning (Annie Get Your Gun)  
I Guess this is Good Bye (Into the Woods)  
I Have a Dream (Mama Mia)  
I'm Late (Alice in Wonderland)  
In My Own Little Corner (Cinderella)  
It's Possible (Seussical)  
It's The Hard-Knock Life (Annie)  
I Want It Now (Willy Wonka)  
I Whistle A Happy Tune (King and I)  
I Won't Grow Up (Peter Pan)  
I've Got No Strings (Pinocchio)  
Johnny One Note (Babes in Arms)  
Join the Circus (Barnum)  
Les Poissons (Little Mermaid)  
Let Me Entertain You (Gypsy)  
Lets Go Fly a Kite (Mary Poppins)  
Little Lamb (Gypsy)  
Little People (Les Miserables)  
Lonely Goatherd (Sound of Music)  
Maybe (Annie)  
Mama Says (Footloose)  
The Miracle of Judiasm (Falsettos)  
My Best Girl (My Best Beau) (Mame)  
My Favorite Things (Sound of Music)  
Not While I'm Around (Sweeney Todd)  
Oklahoma (Oklahoma)  
One Boy (Bye Bye Birdie)  
On the Good Ship Lollipop (Bright Eyes)  
The Perfect Nanny (Mary Poppins)  
The Picture Show (Parade)  
Part of Your World (Little Mermaid)  
Popular (Wicked)  
Pure Imagination (Willy Wonka)  
Put on a Happy Face (Bye Bye Birdie)  
Rainbow Connection (Muppets Take Manhattan)

Reflection (Mulan)  
She's in Love (Little Mermaid)  
Shy (Once Upon a Mattress)  
Sing (Sesame Street)  
So Long, Farewell (Sound of Music)  
Someone's Waiting For You (The Rescuers)  
Somewhere over the Rainbow (Wizard of Oz)  
So This is Love (Cinderella)  
A Spoonful of Sugar (Mary Poppins)  
Supercalifragilisticexpialidocious (Mary Poppins)  
The Lonely Goatherd (Sound of Music)  
Tomorrow (Annie)  
The Tree (The Me Nobody Knows)  
The Ugly Duckling (Hans Christian Anderson)  
Under the Sea (Little Mermaid)  
Wendy (Peter Pan)  
Waitin' For The Light To Shine (Big River)  
We're all in this Together (High School Musical)  
What if (A Christmas Carol)  
When I Get My Name in Lights (Boy from Oz)  
When I see an Elephant Fly (Dumbo)  
When You Wish Upon a Star (Pinocchio)  
Where Is Love? (Oliver)  
Who Will Buy? (Oliver)  
Why Am I Me? (Shenandoah)  
With a Smile and a Song (Snow White)  
The Work Song (Cinderella)  
Wouldn't it Be Lovely (My Fair Lady)  
You're Never Fully Dressed without a Smile (Annie)  
You've Got a Friend in Me (Toy Story)  
Zip-A-Dee-Doo-Dah (Song of the South)

**SOLO ACTING Judge Ballot**

NOVICE or VARSITY (Circle Once)

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Name of Piece: \_\_\_\_\_

CHARACTERIZATION 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15  
Was the character believable and consistent?

MOVEMENT AND BODILY EXPRESSION 1 2 3 4 5 6 7 8 9 10  
Was all movement natural, suitable to the character, motivated, and clearly executed?

VOCAL EXPRESSION AND INTERPRETATION 1 2 3 4 5 6 7 8 9 10  
Was the performer in control of words, phrases and ideas? Were rate, pitch, and vocal variety suitable for the character? Was the diction crisp?

SELECTION OF SCENE 1 2 3 4 5  
Is it within the abilities or range of the contestant? Was the scene developed into a climax? Was the cutting logical? Did the introduction give selection, author and provide any necessary explanation?

BLOCKING 1 2 3 4 5  
Was movement intelligently motivated? Was visual interest created?

RHYTHM, PACING 1 2 3 4 5

\*TIME: (3 MIN LIMIT) \_\_\_\_\_ TOTAL POINTS (50 POSSIBLE) \_\_\_\_\_

<b>Rating (Circle One)</b>	<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>
	40-50	30-39	29

DISQUALIFIED FOR: \_\_\_\_\_  
Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:



**DUET ACTING Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT 1 NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Name of Piece: \_\_\_\_\_

**ACTING**

**CHARACTERIZATION**

1 2 3 4 5

Did the performer understand and evoke the character?  
Was the character believable?

**MOVEMENT AND BODILY EXPRESSION**

1 2 3 4 5

Was all movement natural, suitable to the character,  
motivated, and clearly executed?

**VOCAL EXPRESSION AND INTERPRETATION**

1 2 3 4 5

Was the performer in control of words, phrases and ideas?  
Were rate, pitch, diction and vocal variety suitable for the  
character? Was the diction appropriate to character?

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**(Duet Acting Ballot continued)**

**DUET ACTING Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT 2 NAME \_\_\_\_\_

ACTING

CHARACTERIZATION 1 2 3 4 5

MOVEMENT AND BODILY EXPRESSION 1 2 3 4 5

VOCAL EXPRESSION AND INTERPRETATION 1 2 3 4 5

ENSEMBLE SELECTION 1 2 3 4 5

Was it appropriate to the contestants? Was the scene developed into a climax? Was the cutting logical? Did the introduction give title, author and provide any necessary explanation?

ACTORS' INTERACTION, SUPPORT, CONNECTION 1 2 3 4 5

Performers worked to treat ensemble interpretation.

BLOCKING 1 2 3 4 5

UNITY, RHYTHM, PACING 1 2 3 4 5

**\*TIME: (3 MIN LIMIT)** \_\_\_\_\_

**TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

**Rating (Circle One)**

**SUPERIOR**

**EXCELLENT**

**GOOD**

40-50

30-39

29

DISQUALIFIED FOR: \_\_\_\_\_

Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:

**SOLO MUSICAL Judge Ballot**

NOVICE or VARSITY (Circle Once)

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Name of Piece: \_\_\_\_\_

**TONE** 1 2 3 4 5  
Was the tone free and well-focused, unforced, but not breathy?  
Were vowels rounded and open?

**VOCAL EXPRESSION AND INTERPRETATION** 1 2 3 4 5  
Was the vocalist expressive in phrasing and dynamics? Was the  
vocal style appropriate? Did the character come through the  
music, as well as the dialogue?

**DICTION** 1 2 3 4 5 6 7 8 9 10  
Were the words understandable? Were the consonants  
crisp? Were the vowels well formed?

**TECHNIQUE** 1 2 3 4 5  
Were the notes and rhythms accurate? Was the tempo suitable?  
Was breathing correct and supported? Was the pitch accurate,  
neither flat nor sharp?

**CHARACTERIZATION** 1 2 3 4 5 6 7 8 9 10  
Was there a sense of vitality to the performance? Did the  
vocalist show artistry through body movement, facial  
expression, and total performance? Was a character  
developed? Did the performer use the song to create a  
believable character? Did the vocalist play the song in the  
moment?

**MOVEMENT/DANCE** 1 2 3 4 5 6 7 8 9 10  
Was the movement appropriate to the number? Was the  
movement consistent with the style of the number? Was the  
dance, if any, executed well? Did the dance, if any, enhance the  
number?

**APPROPRIATENESS OF SELECTION AND SCENE** 1 2 3 4 5  
Was the selection within the vocal range and capability of the performer?

**\*TIME: (3 MIN LIMIT)** \_\_\_\_\_ **TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

**Rating (Circle One)**      **SUPERIOR**      **EXCELLENT**      **GOOD**  
40-50                              30-39                              29

DISQUALIFIED FOR: \_\_\_\_\_  
Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:  
**DUET MUSICAL Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT 1 NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

Name of Piece: \_\_\_\_\_

**TONE** 1 2 3 4

Was the tone free and well-focused, unforced, but not  
breathy?

Were vowels rounded and open?

**VOCAL EXPRESSION AND INTERPRETATION** 1 2 3 4

Was the vocalist expressive in phrasing and dynamics?

Was the vocal style appropriate?

Did the character come through the music, as well as the  
dialogue?

**DICTION** 1 2 3

Were the words understandable? Were the consonants  
crisp? Were the vowels well formed?

**TECHNIQUE** 1 2 3

Were the notes and rhythms accurate? Was the tempo  
suitable?

Was breathing correct and supported? Was the pitch  
accurate, meaning neither flat nor sharp?

**CHARACTERIZATION** 1 2 3 4

Was there a sense of vitality to the performance? Did the  
vocalist show artistry through body movement, facial  
expression, and total performance? Was a character  
developed? Did the performer use the song to create a  
believable character? Did the vocalist play the song in the  
moment?

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**(Duet Musical Ballot continued)**

**DUET MUSICAL Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT 2 NAME \_\_\_\_\_

TONE 1 2 3 4

VOCAL EXPRESSION AND INTERPRETATION 1 2 3 4

DICTION 1 2 3

TECHNIQUE 1 2 3

CHARACTERIZATION 1 2 3 4

**ENSEMBLE**

APPROPRIATENESS OF SELECTION AND SCENE 1 2 3 4

Was the selection within the vocal range and capability of the performers?

UNITY 1 2 3 4 5

Did the singers exhibit chemistry in working together? Was there a feeling of ensemble?  
Did they exhibit good vocal blend?

MOVEMENT/DANCE 1 2 3 4 5

Was the movement appropriate to the number? Was the movement consistent with the style of the number? Was the dance, if any, executed well? Did the dance, if any, enhance the number?

**\*TIME: (5 MIN LIMIT)** \_\_\_\_\_

**TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

**Rating (Circle One)**

**SUPERIOR**  
40-50

**EXCELLENT**  
30-39

**GOOD**  
29

DISQUALIFIED FOR: \_\_\_\_\_

Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:

**GROUP ACTING Judge Ballot**

NOVICE or VARSITY (Circle Once)

SCHOOL \_\_\_\_\_

Number of Students \_\_\_\_\_

Name of Piece: \_\_\_\_\_

**CHARACTERIZATION** 1 2 3 4 5 6 7 8 9 10  
Were the characters believable and consistent?

**MOVEMENT AND BODILY EXPRESSION** 1 2 3 4 5 6 7 8 9 10  
Was all movement natural, suitable to the characters, motivated, and clearly executed?

**VOCAL EXPRESSION AND INTERPRETATION** 1 2 3 4 5 6 7 8 9 10  
Were the performers in control of words, phrases and ideas? Were rate, pitch, and vocal variety suitable for the characters? Was the diction crisp?

**ENSEMBLE EFFECT** 1 2 3 4 5 6 7 8 9 10  
Did the cast exhibit teamwork and interaction?  
Was the cast functioning together?  
Was the ensemble used to its full potential?

**SELECTION OF SCENE** 1 2 3 4 5  
Is it within the abilities or ranges of the contestants? Was the scene developed into a climax? Was the cutting logical? Did the introduction give selection and author and did it provide any necessary explanation?

**BLOCKING** 1 2 3 4 5  
Was movement intelligently motivated? Was visual interest created?

**\*TIME: (5 MIN LIMIT)** \_\_\_\_\_

**TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

<b>Rating (Circle One)</b>	<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>
	40-50	30-39	29

DISQUALIFIED FOR: \_\_\_\_\_  
Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:

**TECHNICAL THEATRE –  
SCENE DESIGN Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

All entries must be suitable for high school students, their school, and their community with regards to subject matter (play selection). Violation of this rule is grounds for disqualification.

**Visual Critique**

**Artistic Ability** 1 2 3 4 5 6 7 8 9 10

Realistic scale? Good proportion? Color scheme appropriate?  
Texture? Realistic rendering/model? Good craftsmanship?

**Design Concept** 1 2 3 4 5 6 7 8 9 10

Suitable to play? Creative? Enhances the show? Does the design support the action of the show? Is the design practical? Does the design take into consideration the demands of the rest of the show?

**Presentation of Material** 1 2 3 4 5

Presentation organized? Clean/neat? Does the ground plan follow traditional standards?

**Ground Plan** 1 2 3 4 5 6 7 8 9 10

Drawing is neat, clear and easy to read. Dimensions of the drawing should be included. A key must be included for any symbols used in the drawings.

**Interview Critique**

**Explanation of Design** 1 2 3 4 5 6 7 8 9 10

Student explains the elements of his/her design, why and how things were done in the design; elaboration of design concepts, choices and the design process; explanation of materials used

**General Technical Knowledge** 1 2 3 4 5

Can the concepts of the designs be achieved? Are the drawings sufficient enough to allow a technician to build the design accurately? Understanding of the materials used to build the design? Are they appropriate?

**\*TIME: (3 MIN LIMIT)** \_\_\_\_\_

**TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

**Rating (Circle One)**

**SUPERIOR**  
40-50

**EXCELLENT**  
30-39

**GOOD**  
29

**DISQUALIFIED FOR:** \_\_\_\_\_

Disqualification must be approved by ACT Festival Director

**JUDGE'S NAME (Legible):** \_\_\_\_\_

ADDITIONAL COMMENTS:  
**TECHNICAL THEATRE –  
COSTUME DESIGN Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

All entries must be suitable for high school students, their school, and their community with regards to subject matter (play selection). Violation of this rule is grounds for disqualification.

Visual Critique

Artistic Ability 1 2 3 4 5 6 7 8 9 10  
Realistic scale? Good proportion? Color scheme appropriate?  
Texture? Realistic rendering that is not too cartoon-like?

Design Concept 1 2 3 4 5 6 7 8 9 10  
Suitable to play? Creative? Enhances the show? Do the different renderings work together?

Presentation of Material 1 2 3 4 5 6 7 8 9 10  
Presentation organized? Clean/neat? Plates make sense? All necessary swatches are present? Swatches match the colors in renderings

Interview

Explanation of Design 1 2 3 4 5 6 7 8 9 10  
Student explains the elements of his/her design, why and how things were done in the design; elaboration of design concepts, choices and the design process; explanation of materials used

General Technical Knowledge 1 2 3 4 5 6 7 8 9 10  
Can the concepts of the designs be achieved? Are the drawings sufficient enough to allow a technician to build the design accurately?  
Materials used to build costumes are appropriate?

\*TIME: (3 MIN LIMIT) \_\_\_\_\_

TOTAL POINTS (50 POSSIBLE) \_\_\_\_\_

<b>Rating (Circle One)</b>	<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>GOOD</b>
	40-50	30-39	29

DISQUALIFIED FOR: \_\_\_\_\_  
Disqualification must be approved by ACT Festival Director

JUDGE'S NAME (Legible): \_\_\_\_\_

ADDITIONAL COMMENTS:



**TECHNICAL THEATRE –  
MAKEUP and HAIR Judge Ballot**

NOVICE or VARSITY (Circle Once)

STUDENT NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

All entries must be suitable for high school students, their school, and their community with regards to subject matter (play selection). Violation of this rule is grounds for disqualification.

**Visual Critique**

**Artistic Ability** 1 2 3 4 5 6 7 8 9 10

Good proportion? Color scheme appropriate? Texture? Shading and highlight appropriate? Realistic rendering that is not too cartoon-like?

**Design Concept** 1 2 3 4 5 6 7 8 9 10

Suitable to play? Creative? Enhances the show? Do the different renderings work together?

**Presentation of Material** 1 2 3 4 5 6 7 8 9 10

Presentation organized? Clean/neat? Do the written instructions for applying the makeup make sense?

**Interview**

**Explanation of Design** 1 2 3 4 5 6 7 8 9 10

Student explains the elements of his/her design, why and how things were done in the design; elaboration of design concepts, choices and the design process; explanation of materials used

**General Technical Knowledge** 1 2 3 4 5 6 7 8 9 10

Can the concepts of the designs be achieved? Are the drawings sufficient enough to allow a technician to apply the design accurately? Quality makeup chosen? Can special effects be achieved? Would the design last under show conditions?

**\*TIME: (3 MIN LIMIT)** \_\_\_\_\_

**TOTAL POINTS (50 POSSIBLE)** \_\_\_\_\_

**Rating (Circle One)**

**SUPERIOR**

**EXCELLENT**

**GOOD**

40-50

30-39

29

**DISQUALIFIED FOR:** \_\_\_\_\_

Disqualification must be approved by ACT Festival Director

**JUDGE'S NAME (Legible):** \_\_\_\_\_

**ADDITIONAL COMMENTS:**

**Alabama Conference of Theatre**

PO Box 361945

Birmingham, AL 35236

[www.altheatre.org](http://www.altheatre.org)

EIN: 631226654

**THEATRE FOR YOUTH  
FESTIVAL INVOICE**

**REGISTRANT SCHOOL/ORGANIZATION**

Delegate Name

Organization Name

Street Address

City, ST ZIP Code

Email

**COMMENTS OR SPECIAL INSTRUCTIONS:**

Please complete this invoice, upload it to your registration, and submit a copy with payment. All payments should be sent to ACT, PO Box 361945, Birmingham, AL 35236. Please download and have all delegates and student complete a membership/waiver & Release form. Bring these forms together to the TFY festival and turn in at Registration.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
	ACT Organizational Membership (includes one delegate)	\$60	
	Additional Adult Delegates (teachers or sponsors)	\$25	
	Total TFY Students	\$5	
	Total Events – solo, duet, group, and technical (Include each event for each student)	\$10	
TOTAL DUE			

Make all checks payable to Alabama Conference of Theatre

If you have any questions, contact Cindy Harper, [charper@altheatre.org](mailto:charper@altheatre.org) or 205-483-ACT2

**THANK YOU!**