

## Kingdom Arts & Sciences Championship

### Judging Form - Composition Literary/Musical

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>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 composition.							Bonus
		1	2	3	4	5	6
<b>1. 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

Composition literary/musical Rubric

Documentation		1	2	3	4	5	6
<p><b>2. Research:</b> Based on the evidence in the documentation, how thoroughly did the writer/composer research this piece? Include breadth and depth of research, quality of sources used (including primary, secondary, scholarly, etc ) and evidence of the Authors'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</p> <p>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>3. Connection (between documentation and composition):</b> How well does this documentation support the composition? Is the composition itself clearly supported by the documentation given? Is the link between research and the composition clear?</p>	No attempt made	<p>Documentation only addresses the composition in an indirect way It might have wandered between topics without focus</p>	<p>Documentation addresses the composition in a superficial fashion</p> <p>The Author makes a vague connection between their research and their composition</p>	<p>Documentation is adequate to support the composition</p> <p>The Author makes a basic connection between their research and their composition</p>	<p>Documentation is effectively used to support the composition</p> <p>The Author demonstrated a significant connection between their research and their composition</p>	<p>The composition is clearly and thoroughly supported by documentation The Author's process was clearly informed by research at every step, which is evident in reading documentation</p>	<p>Documentation is of a publishable level</p>

2

3

Composition literary/musical Rubric

Documentation		1	2	3	4	5	6
<p><b>4. Explanation (of composition):</b> To what degree does the documentation describe the process used to create the composition?</p> <p>Documentation should cover how the Author created their piece as well as how it would have been done historically.</p>	<p>No attempt made</p>	<p>Composition is only loosely, or inconsistently described - It is difficult for a reader to interpret the Author's process for creating their composition</p> <p>Very little of the creation choices are explained and/or justified</p>	<p>Composition is somewhat described - A reader can interpret some of the Author's process for creating their composition</p> <p>Some of the creation choices are explained and justified</p>	<p>Composition is satisfactorily described - A reader can interpret the Author's process for creating their composition</p> <p>Many of the creation choices are explained and justified</p>	<p>Composition is clearly described - A reader can interpret the Author's process for creating their composition</p> <p>Most of the creation choices are explained and justified</p>	<p>Composition is clearly and completely described, can be easily interpreted &amp; recreated -</p> <p>All creation choices are clearly explained &amp; thoroughly justified</p>	<p>Documentation is of a publishable level</p>

4

Comments on Documentation:

Composition literary/musical Rubric

<b>Historical Accuracy/Authenticity:</b> Describes the period appropriateness of the composition. 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

<b>5. Material:</b> To what extent are the themes and content consistent with a specific time and place in period?	No attempt made	The piece may contain period references but is out of period in its theme, structures, and content	The piece has some aspects being historically appropriate but the overall effect was modern	The piece has 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 piece would be perfectly at home in a historical context	5
--	-----------------	--	---	---	--	---	--	---

<b>6. Detail:</b> To what extent does the Author/Composer use techniques appropriate to the genre within any given section,	No attempt made	The Author attempted to use some period techniques	The Author used some period compositional techniques	The Author used period compositional techniques to create sounds that are more period than not	The Author made good use of the available period techniques in the genre	The Author showed a nuanced understanding of the available period techniques in the genre	The style of the composition would be indistinguishable from an authentically historical piece in all aspects	6
--	-----------------	--	--	--	--	---	---	---

<b>7. Structure:</b> To what extent does the composition conform to a known period format and structure? Is it consistent with period examples?	No attempt made	The Author attempted some elements of a period compositional structure	The Author used some elements of a period compositional structure	The Author's composition generally conforms to a known period structure	The Author's composition conforms to a known period structure and is generally consistent with period examples	The Author's composition conforms to a known period structure in every way, is consistent with period examples, and shows a nuanced understanding of that structure and its use	The Author's composition would be indistinguishable from an authentically historical piece in all structural aspects	7
---	-----------------	--	---	---	--	---	--	---

Composition literary/musical Rubric

Comments on Historical Accuracy / Authenticity:

<p><b>Technical Ability:</b> The level of mastery of the period appropriate skill set necessary to create this composition.</p> <p><b>Definition:</b>  <b>Form</b> relates to the external shape of a text(or music), determined by how it is presented on paper, organised by stanzas/paragraphs, lines, syllables, rhyme, justification – best thought of as a silhouette. It is a simpler thing to comment on because it is usually visible. <b>Form</b> tends to either mean the genre or type (e.g. sonnet form for poetry, dystopian novel form for prose etc.), or its literal shape (e.g. haikus could be shaped like a diamond, a paragraph could be shaped like a heart etc.)</p> <p><b>Structure</b> goes beyond the visible – it is a matter of the internal development and relationship between parts: structure is about the internal skeleton and organs – best thought of as an X ray or CT scan, displaying the organic relationship between ideas, feelings and attitudes within a text. For example, the form of a sonnet is its 14 line length, its 8 line/6 line division and its rhyme scheme. Within that form the structure may be 8 lines of description leading to 6 lines of reflection, generalisation, resolution; or the mood may go from neutral to sombre, or from sombre and resentful to acceptant.</p>							<p>Bonus</p>
		1	2	3	4	5	

8
---

Composition literary/musical Rubric

<p>8. Accuracy: Did the composition meet the requirements of the form and style?</p>	<p>No attempt made</p>	<p>The composition <b>might have met a few</b> of the requirements, but <b>significant parts did not match stated form and style</b></p>	<p>The composition <b>met some</b> of the requirements but <b>several parts of the stated form and style may be missing</b></p>	<p>The composition <b>met the requirements enough to give a general sense of the form and style</b></p>	<p>The composition <b>fully met the requirements of the form and style, with no significant errors</b></p>	<p>The composition <b>showed a detailed and nuanced understanding of the form and style</b></p>	<p>The composition showed a detailed and nuanced understanding of the form and style, and went beyond in some significant way</p>
<p><b>Technical Ability:</b> The level of mastery of the period appropriate skill set necessary to create this composition.</p>							<p><b>Bonus</b></p>
		<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>9. <b>Subtlety:</b> How well did the Author execute the <b>details</b> of the composition? Does every line stand by itself?  Consider imagery, staging, setting, poetic devices, tone, cadence, use of language and word arrangement, ,(range, timber, dynamics, tempo, rhythm, melody) ...</p>	<p>No attempt made</p>	<p>The Author attempted to use some of the techniques of the genre</p>	<p>The Author used some of the techniques of the genre correctly</p>	<p>The Author used the most important techniques of the genre correctly</p>	<p>The Author skillfully used the techniques of the genre to enhance the quality of the composition</p>	<p>The Author expertly used the techniques of the genre to profoundly enhance the quality of the piece</p>	<p>The Author expertly used the techniques of the genre to profoundly enhance the quality of the composition, and went beyond in some significant way</p>
<p>10. <b>Structure:</b> To what extent did the author skillfully execute the structural elements of the composition?</p>	<p>No attempt made</p>	<p>The Author attempted some of the structural elements</p>	<p>The Author successfully executed some of the structural elements</p>	<p>The Author successfully executed the main structural elements of the composition</p>	<p>The Author successfully executed the structural elements and skillfully used them to</p>	<p>The Author made expert use of the structural elements to</p>	<p>The Author made expert use of the structural elements to enhance the</p>

9

10

## Composition literary/musical Rubric

Consider poetic devices, form, word arrangement, point of view, pacing, length, key, rhythms,(range, timber,dynamics,temp o,rhythm,melody) etc and ways in which the piece exemplifies or expands the possibilities of the form.					enhance the quality of the composition	enhance the quality of the composition in ways that exemplify or expand the possibilities of the form	quality of the composition in ways that exemplify or expand the possibilities of the form, and went beyond in some significant way
--	--	--	--	--	--	---	--

Composition literary/musical Rubric

Comments on Technical Ability:

[Empty box for writing comments]

Composition literary/musical Rubric

<b>Difficulty/Complexity:</b> Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the composition. 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 compositions in the competition.							Bonus
Difficulty/Complexity :		1	2	3	4	5	6
<p><b>11. Scope:</b> How big an undertaking is this? Is it an epic ballad or a limerick? A single scene or an entire play? A ditty or an opera.</p> <p>Consider the overall quantity of work involved: length, number of stanzas/measures, characters and staging, through -composed vs repetition, scope &amp; size of the composition, translation, research &amp; extrapolation required, time, practice, drafting and re-writing and other supporting work</p>	No prep or skills needed	This composition could be composed quickly with minimal effort, such as a simple nursery rhyme or epigram	This composition could be composed with a small amount of time and effort, such as a limerick or riddle	This composition could be composed with a moderate amount of time and effort, such as a ballad or sonnet	This composition requires a large amount of time and effort to create, such as a short ballad or sonnet sequence with complex textual components	This composition requires a very large amount of time and effort to create, such as a play, epic ballad or tale with multiple parts	This composition requires an exceptionally large amount of time and effort to create, such as a full play complete with staging etc or multi-stanza epic balladry

11

Composition literary/musical Rubric

<b>Difficulty/Complexity:</b> Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the composition. 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 compositions in the competition							<b>Bonus</b>
<b>Difficulty/Complexity</b>		1	2	3	4	5	6
<b>12. Difficulty of Composition:</b> How hard is this compositional format to learn and execute on a piece of this scope?		The piece required only basic writing skills to create	The piece has some minor compositional challenges	The piece is moderately difficult to create	The piece includes multiple areas of significant challenge in its creation	The piece is unusually challenging in both scope and complexity, requires a deep understanding of the form to create	The piece is unusually challenging in scope and complexity, and offers additional obstacles not normally found in the form

12

Composition literary/musical Rubric

<p><b>13. Complexity of Details:</b> How complex are the individual lines/measures?</p> <p>Consider language, metre, rhyme, length, rhythm, complex style patterns, scansion, (range, timber, dynamics, tempo, rhythm, melody) etc</p>	Not at all complex	The individual lines of this composition have little to no rhythmic or melodic complexity	The individual lines of this composition have a small amount of rhythmic or melodic complexity	The individual lines of this composition have a moderate amount of rhythmic and melodic complexity	The individual lines of this composition have a large amount of rhythmic and melodic complexity	The individual lines of this composition have an exceptional amount of rhythmic and melodic complexity	The individual lines of this composition have an exceptional amount of rhythmic and melodic complexity, and go beyond in some significant way It would be a challenging and exciting piece for expert performers
--	--------------------	---	--	--	---	--	--

13

<p><b>Difficulty/Complexity:</b> Complexity is the difficulty, challenge and level of ambition (apprentice, journeyman, master) represented by the composition. 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 compositions in the competition</p>							Bonus
<b>Difficulty/Complexity</b>		1	2	3	4	5	6
<p><b>14. Difficulty of Preparation:</b> How hard is the piece to prepare, both in terms of researching and compiling source material.</p>		This piece requires no extra preparation	This piece requires some extra preparation but no specialized skills or knowledge	This piece requires some extra preparation and some specialized skills and knowledge	This piece requires significant preparation, and a variety of skills and specialized knowledge	This piece requires extensive preparation, a variety of skills, a breadth of specialized knowledge	This piece requires an exceptional level of preparation and multiple areas of deep specialized knowledge

14

Composition literary/musical Rubric

<p><b>15. Complexity of Elements:</b> How complex are the compositional elements?</p> <p>Consider kennings, couplets, quatrains, imagery, language, alliteration, assonance, dissonance, euphony, rhyme, rhythm, verse, scansion, stanza, length, emotion, colour ,(range, timber,dynamics,temp o,rhythm,melody)</p>	<p>No skill required</p>	<p>The composition has no significant complexity of elements</p>	<p>The composition has minimal complexity of elements</p>	<p>The composition has moderate complexity of elements</p>	<p>The composition involves significant complexity of elements.</p>	<p>The composition involves highly advanced complexity of elements.</p>	<p>The composition involves extraordinarily advanced complexity of elements, at the level of the most complex pieces written in period</p>
--	--------------------------	--	---	--	---	---	--

15

Comments on Difficulty/Complexity:

Composition literary/musical Rubric

<b>Artistic Merit</b> Artistic merit is the artistic quality or value of any given work.							Bonus
		1	2	3	4	5	6
<b>16. Creativity:</b> To what extent does the Author bring original ideas or content to the work? Is the work more than a carbon copy of extant material? Are all elements of the composition original to the composer (as opposed to a filk?)	No attempt made	The composition is clearly derivative of existing work, or variation on existing work where little has changed	The composition is somewhat derivative of existing work, with text that closely follows an existing piece	The composition is fully original to the Author and similar to other work in the genre	The content of the composition stands out from other work in the genre in some significant way	Fresh ideas and content set this composition apart from others in the genre in profound ways	Fresh ideas and content set this composition apart from others in the genre in profound ways, and go beyond in some significant way

16

<b>Artistic Merit</b> Artistic merit is the artistic quality or value of any given work.							Bonus
<b>Artistic Merit</b>		1	2	3	4	5	6
<b>17. Impact:</b> Is it moving, inspirational, humorous or transporting, as appropriate to the intention of the Author/Composer?  ( Do not consider whether it is period )	No attempt made	The Author attempted to create an impactful composition	The composition was mildly impactful	The composition was moderately impactful	The composition was significantly impactful	The composition was profoundly impactful	The composition was profoundly impactful and exceeds expectations for this type of composition

17

Composition literary/musical Rubric

Comments on Artistic Merit:							
-----------------------------	--	--	--	--	--	--	--

<p><b>Presentation</b> Presentation and display is how well the entrant communicates their knowledge and how well the arrangement of the entry adds to the overall explanation of the project. If online, how effectively did they use pictures and video to present their project?</p>							Bonus
		1	2	3	4	5	6

19

Composition literary/musical Rubric

<p>18. <b>Communication:</b> How well did the artist communicate her/his knowledge?</p>	<p>No attempt made</p>	<p>The artist communicated their breadth <b>OR</b> depth of knowledge with <b>basic details</b> to demonstrate their knowledge</p>	<p>The artist communicated their breadth <b>OR</b> depth of knowledge with <b>some details</b> of their knowledge</p>	<p>The artist communicated breadth <b>OR</b> depth by providing details to demonstrate their knowledge</p>	<p>The artist communicated breadth <b>AND</b> depth by providing details to demonstrate their knowledge</p>	<p>The artist communicated breadth <b>AND</b> depth by providing <b>many</b> details to fully demonstrate their knowledge</p>	<p>The artist communicated breadth and depth by thoroughly communicating their knowledge with many minor details and examples demonstrating their knowledge</p>	<p>18</p>	
<p>19. <b>Questions:</b> How well did the artist answer questions and elaborate on issues the questions raised?</p>	<p>No attempt made</p>	<p>The artist was able to answer a few questions</p>	<p>The artist was able to answer some questions and elaborate somewhat</p>	<p>The artist was able to answer many questions and elaborate somewhat</p>	<p>The artist was able to answer many questions and elaborate a great deal</p>	<p>The artist was able to answer all questions posed and elaborate a great deal</p>	<p>The artist's answers to questions demonstrated extraordinary fluency with their topic</p>		<p>19</p>
<p>20. <b>Display:</b> How well did the display enhance the presentation and understanding of the object? If online, how well did they use pictures and video to show off their project?</p>	<p>No attempt made</p>	<p>The display enhanced the presentation and understanding of the object a little</p>	<p>The display somewhat enhanced the presentation and understanding of the object</p>	<p>The display enhanced the presentation and understanding of the object to a reasonable degree</p>	<p>The display enhanced the presentation and understanding of the object significantly</p>	<p>The display perfectly enhanced the presentation and understanding of the object</p>	<p>The display not only enhanced the presentation and understanding the object but immersed and transported the viewer</p>		

Composition literary/musical Rubric

Comments on Presentation: