SHORT FILM (ALL GENRES)

WHAT TO PREPARE

In a Short Film adjudication, the Thespian must create an original short film. The film must be of original content and may be a collaboration among up to 16 Thespians. Adaptations are not permitted. Only one (1) film may be submitted per student/group in one of the following genres: Short Live-Action Film, Short Animated Film, Short Documentary Film. Separate rubrics are included for each category. The Thespian(s) must prepare the following:

1 An original documentary, live action, or animated film no more than five (5) minutes long, plus one (1) additional minute for credits. The film must demonstrate:

- Proper use of title cards and credits within the time limit.
- Properly executed camera angles and shot variation to enhance the storyline and finished product.
- Control over lighting exposures for clarity, storytelling, and a professional finished product.
- The ability to capture, record, and manipulate all audio aspects of your production.
- Controlled and manufactured editing choices that enhance the overall storytelling.
- The ability to complete a storyline that includes a clear arc (beginning, middle, and end).

The film must meet the following requirements:

- Music used in short films must be properly credited, whether it is original, in the public domain, or copyrighted. Music credits must appear amongst other credits at the end of the film. If copyrighted music is used, proof of payment for the rights to use the music must be documented and shared with the adjudicators.
- The film should be uploaded to YouTube with privacy settings set to "Public" or "Unlisted" for adjudication. Note: if the film is set to "Private,"

the adjudicators will be unable to view and score the work, which may result in a disqualification.

- The film should contain no content that would exceed a PG13 rating by the Motion Picture Association of America. The film should not include any nudity or depict acts that are illegal for anyone under 18 years of age.

2 The Thespian(s) does not have to give a presentation — the work should stand alone. Adjudicators will supply feedback in the adjudication form online.

SKILLS MEASURED

The skills measured by the adjudicators are:

- The ability to create opening and closing titles, credits, and graphics that orient the viewer to the story;
- The ability to visually develop a story with dialogue;
- Camera, lighting, and sound use;
- Editing, including scene length and flow;
- The emotional and physical believability of the acting;
- The filmmaker's use of film elements to create a successful product.

SHORT ANIMATED FILM RUBRIC

Short Animated Film

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: .... Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	Story is well organized, **fully developed, and compelling**; harmonizing visuals and dialogue **seamlessly advance the narrative** to enhance the connection to plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **succinctly resolves** central conflict.	Story is well organized, **and engaging;** visuals and dialogue **advance the narrative** and the connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **support** the film's message; **distinct** conclusion.	Story is **somewhat organized and mostly developed**; visuals and dialogue **moderately advance the narrative** and the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film's message; conclusion is **somewhat unclear.**	Story is **disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to advance** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	**Scenes and characters are skillfully framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to enhance** performances and visually advance the story; music (if applicable) **clearly** underscores action and offers clues to character and plot; sound levels are **consistently** even and well metered.	**Scenes and characters are appropriately framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered.	**Inconsistent use of appropriate framing** and lighting exposure **do not align** with filmmaker's vision; camera movement and angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Scenes and characters are not framed properly**, are under or over exposed, and **do not align** with filmmaker's vision; scenes include **multiple errors** in camera movement and angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing produces well-composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative.	**Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative.	**Changing continuity in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** the physical and spatial relationship of narrative.	**Discontinuity in editing does not produce well-composed transitions** that enhance scene flow, audience engagement, and narrative; scene length and flow **do no**t lead audience from one focal point to another, and **does not maintain** the physical and spatial relationship of the narrative.	
Comment:					

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Voice Acting and Animation Techniques Believability and compatibility of voice and animation; animation style and choices.	Character voices and animation (movements, actions, gestures, and expressions) are **consistently believable and work in unison to create character**; strong and consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) **are believable and mostly work in unison to create character**; consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are **sometimes believable and work in unison to create character**; animation choices are occasionally reflected through an art style that helps build a unique animated world for viewer.	Character voices and animation (movements, actions, gestures, and expressions) are **rarely believable and do not connect well** with each other; strong animation choices are rarely evident, and the art style does not help build a unique animated world for viewer.	
Comment:					
Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed a clear vision** and **consistently adhered** to rules established for the film; **all elements worked together** to create an impactful, engaging film with a powerful voice.	Filmmaker **conveyed a mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements worked together** to create an engaging film.	Filmmaker **attempted to convey a clear vision** and **inconsistently adhered** to the rules established for the film; **few elements worked together** to create an engaging film.	Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	**4 | Superior** (Score of 20-18)	**3 | Excellent** (Score of 17-13)	**2 | Good** (Score of 12-8)	**1 | Fair** (Score of 7-5)	TOTAL SCORE

_____   _____
Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

For examples of standards aligned to the Thespys rubrics, see the alignment chart on EdTA's online Learning Center: http://learn.schooltheatre.org/thespy-standards-alignment

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

Optional aligned state standards: _____

State standards website: _____

SHORT DOCUMENTARY FILM RUBRIC

Short Documentary Film

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: Troupe:

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and interview sequences; opening and closing titles, credits, graphics, and animations; conclusion.	**Story is well organized, fully developed, and compelling**; thoughtful visuals and interview sequences **seamlessly advance the narrative** and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **succinctly resolves** central conflict.	**Story is well organized, and engaging;** visuals and interview sequences **advance** the narrative and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **support** film's message; **distinct** conclusion.	**Story is somewhat organized and mostly developed**; visuals and interview sequences are **moderately advance the narrative** and audience connection to the subject(s) and their experiences; choice of opening and closing titles, credits, graphics, and animations **inconsistently support** film's message; conclusion is **somewhat unclear.**	**Story is disorganized and/or difficult to follow;** minimal use of visual cues and weak interview sequences **fail to develop** the narrative or produce audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	**Subjects, images, and scenes are skillfully shot or framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to enhance** subject and visually advance subject's story; music (if applicable) **clearly** underscores the action and offers clues to subject and experiences; sound levels **consistently** even and well metered.	**Subjects, images, and scenes are appropriately shot or framed and align** with filmmaker's vision; lighting exposure and camera movement and angles are **purposefully chosen to advance** subject's story; music (if applicable) is **appropriate** to the story; sound levels are **mostly even** and well metered.	**Subjects, images, and scenes inconsistently shot or framed and do not align** with filmmaker's vision; lighting exposure and camera movement and angles **sometimes advance** subject's story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Most subjects, images, and scenes are not shot or framed properly**, are under or over exposed, and **do not align** with the filmmaker's vision; scenes include **multiple errors** in camera movement and angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing produces well-composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** physical and spatial relationship of narrative.	**Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** physical and spatial relationship of narrative.	**Inconsistency in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** physical and spatial relationship of narrative.	**Discontinuity in editing does not produce well-composed transitions** that enhance scene flow, audience engagement, and narrative; scene length and flow **do not** lead audience from one focal point to another, and **does not maintain** physical and spatial relationship of narrative.	
Comment:					
POV and Portrayal of Subject Filmmaker's POV; choices that affect the portrayal of the subject(s).	**Consistently strong POV** gives viewer a deeper understanding of film's subject(s); filmmaker's main thesis and intentions for telling story are **always clear**; strong choices and tactics employed by filmmaker **create solid and insightful** portrayal of subject.	**Mostly consistent POV** gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **clear**; choices and tactics employed by filmmaker help **create solid and insightful** portrayal of subject.	**Fairly consistent POV** sometimes gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **sometimes clear**; at times, choices and tactics employed by filmmaker help **create a meaningful** portrayal of subject.	**Inconsistent POV** rarely gives viewer insight into film's subject(s); filmmaker's main thesis and intentions for telling story are **rarely clear**; **no evidence** of choices and tactics that help to create a meaningful portrayal of subject.	
Comment:					

Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed clear vision** and **consistently adhered** to rules established for the film; **all elements** worked together to create **an impactful, engaging** film with a powerful voice.	Filmmaker **conveyed mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements** worked together to create an engaging film.	Filmmaker **attempted to convey clear vision** and **inconsistently adhered** to the rules established for the film; **few elements** worked together to create an engaging film.	Filmmaker **failed to convey a clear vision** and **did not adhere** to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	**4	Superior** (Score of 20-18)	**3	Excellent** (Score of 17-13)	**2	Good** (Score of 12-8)	**1	Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____

Judge's name (please print)   Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

❑ Timing Issue: (_____mm_____ss)
❑ Rule Violation: _____; _____; _____
❑ Other Comments:

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Optional aligned state standards: _____

State standards website: _____

SHORT LIVE-ACTION FILM RUBRIC

Short Live-Action Film

For internal use only

THESPY AWARDS
THE INTERNATIONAL THESPIAN
EXCELLENCE AWARDS

Student(s): .... School: ....

Selection: .... Troupe: ....

SKILLS	4 | Superior Above standard	3 | Excellent At standard	2 | Good Near standard	1 | Fair Aspiring to standard	SCORE
Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.	Story is **well organized, fully developed, and compelling**; visuals and dialogue **seamlessly advance** the narrative **to** enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film's message; ending **concisely resolves** the central conflict.	Story is **well organized, and engaging;** visuals and dialogue **advance** the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **support** the film's message; **distinct** conclusion.	Story is **somewhat organized and mostly developed**; visuals and dialogue are **moderately effective in advancing the narrative** and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film's message; conclusion is **somewhat unclear.**	Story is **disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to develop** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film's message; conclusion is **lacking or unclear.**	
Comment:					
Cinematography and Audio Integrated use of camera, lighting, and sound.	Scenes/characters are **skillfully shot or framed and align** with filmmaker's vision; lighting exposure and camera movement/angles are **purposefully chosen to enhance** performances and advance the story; music (if applicable) underscores action and offers clues to character/ plot; sound levels are **consistently even** and well metered.	Scenes/characters are **appropriately shot or framed and align** with filmmaker's vision; lighting exposure and camera movement/angles are **purposefully chosen to advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered.	**Inconsistent use of appropriate shots** or framing and lighting exposure **do not align** with filmmaker's vision; camera movement/angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**.	**Most scenes/characters are not shot or framed properly**, are under or over exposed, and **do not align** with filmmaker's vision; scenes include **multiple errors** in camera movement/angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**.	
Comment:					
Editing Editing skills; scene length and flow.	**Purposeful continuity in editing** produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** physical/spatial relationship of the narrative.	**Continuity in editing** produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** physical/spatial relationship of the narrative.	**Inconsistent continuity in editing** produces transitions that disrupt scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** physical/spatial relationship of the narrative.	**Discontinuity in editing** does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow **does not** lead audience from one focal point to another, and **does not maintain** physical/spatial relationship of the narrative.	
Comment:					
Acting Emotional and physical believability; choices and tactics.	Character movements, actions, gestures, and expressions are **consistently believable**; choices and tactics toward an objective **prompt instinctive reaction** to partners or events that create insight into the text.	Character movements, actions, gestures, and expressions **are believable**; choices and tactics toward an objective **prompt reaction** to partners or events.	Character movements, actions, gestures and expressions are **sometimes emotionally/ physically believable;** choices and tactics toward an objective **sometimes prompt reactions** to partners or events.	Character movements, actions, gestures, and expressions **are rarely emotionally/physically believable;** choices and tactics toward an objective **are not evident and do not prompt** reactions to partners or events.	
Comment:					

Filmmaker's Vision Use of film elements to create a successful final product.	Filmmaker **conveyed clear vision** and consistently adhered to rules established for film; **all elements** worked together to create **an impactful, engaging** film with a powerful voice.	Filmmaker **conveyed mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements** worked together to create an engaging film.	Filmmaker **attempted to convey clear vision** and **inconsistently adhered** to the rules established for the film; **few elements** worked together to create an engaging film.	Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film.	
Comment:					

RATING (Please circle)	**4 | Superior** (Score of 20-18)	**3 | Excellent** (Score of 17-13)	**2 | Good** (Score of 12-8)	**1 | Fair** (Score of 7-5)	**TOTAL SCORE**

_____   _____
Judge's name (please print)   Judge's signature

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State standards website: _____