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:

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.

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

and spatial relationship of

narrative.

Comment:

Short Animated Film





relationship of the

narrative

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

relationship of narrative.

physical and spatial relationship of narrative

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 Vi Use of film element create a successful product.	s to	Filmmaker convectear vision and consistently adhrules established film; all elements together to creat impactful, engagin with a powerful vo	ered to for the worked e an ng film	Filmmaker conv mostly clear vis frequently adherules established film; most element worked together an engaging film	sion and ered to the d for the ents er to create	Filmmaker attem convey a clear inconsistently a the rules establis the film; few eler worked togethe an engaging film	vision and adhered to shed for ments or to create	Filmmaker failer convey a clear and did not adhe rules establisher film; elements of work together t an engaging film	vision ere to the d for the lid not to create	
Comment:										
RATING (Please circle)	(Diagon single)		Excellent ore of 17-13)		Good ore of 12-8)		Fair TOTAL SC		SCORE	
J	ludge's r	name (please print)				Judge	e's signature		
☐ Timing ☐ Rule V	Issue:	TION ROOM: Ple (mm : nts:	ss))			;			
This rubric should no assessments and fo								signing curriculun	n-based pe	rformance
For examples of sta		•			nent chart	on EdTA's online	Learning (Center:		
To access the full d	escriptio	ns of the above ar	id all the	Core Theatre Star	ndards go	to: <u>www.nationala</u>	artsstandar	ds.org		

International Thespian Festival 2024 Thespys® Guide 56

Optional aligned state standards: _

State standards website:

SHORT DOCUMENTARY FILM RUBRIC

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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:					
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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	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	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.	

2024 Thespys® Guide 57 International Thespian Festival

Use of film elements to create a successful final product. Clear visconsist rules es film; all together impactf		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:										
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RATING (Please circle)		Superior core of 20-18)		Excellent pre of 17-13)	2 (Sco	Good ore of 12-8)	1	Fair ore of 7-5)	TOTAL	SCORE
,	Judge's	name (please prin	t)				Judge	e's signature		
☐ Timing☐ Rule V	Issue:	CION ROOM: Ple (mm : nts:	ss)			;			
This rubric should n assessments and fe								signing curriculun	n-based pe	rformance
For examples of sta					ent chart	on EdTA's online	Learning (Center:		
To access the full of	lescriptio	ons of the above ar	nd all the	Core Theatre Star	ndards go	to: www.national	artsstandar	ds.org		
Optional aligned state standards:										

State standards website:

SHORT LIVE-ACTION FILM RUBRIC

Short Live-Action Film



THESPY. AWARDS THE INTERNATIONAL THESPIAN EXCELLENCE AWARDS

SKILLS	4 Superior	3 Excellent	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.	

2024 Thespys® Guide 59 International Thespian Festival

Filmmaker conveyed clear vision and Filmmaker's Vision Filmmaker conveyed mostly clear vision and Filmmaker attempted to Filmmaker failed to convey clear vision and convey a clear vision and Use of film elements to create a successful final frequently adhered to the rules established for the film; most elements did not adhere to the rules established for the film; consistently adhered to inconsistently adhered to rules established for film; all elements worked the rules established for the film; **few elements** product. elements did not work together to create an impactful, engaging film with a powerful voice. worked together to create an engaging film. worked together to create an engaging film. **together** to create an engaging film. Comment: **TOTAL SCORE** 4 | Superior 3 | Excellent 2 | Good 1 | Fair **RATING** (Score of 20-18) (Score of 17-13) (Score of 12-8) (Score of 7-5) 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

 $To\ access\ the\ full\ descriptions\ of\ the\ above\ and\ all\ the\ Core\ Theatre\ Standards\ go\ to:\ \underline{www.nationalartsstandards.org}$

Optional aligned state standards: _

State standards website: