

New Jersey SkillsUSA Championships

NJ State Only Contest

PERFORMING ARTS

Revised for 2023

PURPOSE

The purpose of this contest is to evaluate each team's critical thinking, analysis, communications, writing, marketing and performance knowledge and skills as they relate to the field of theatre and the performing arts. There can be up to two teams per school. Each team must register 5 students but can compete with 3 or 4 students with no penalty.

EQUIPMENT AND MATERIALS

Props such as chairs or desk/table may supplement performances, but no other set pieces will be permitted. Selections must be from full-length, or one-act plays written for the theatre (not for film or television). No Musicals.

SKILL PERFORMANCE

The contest includes components to be created and practiced in advance of the SkillsUSA conference, and performed on the day of the state contest. Teams are encouraged to use excerpts from current projects.

CLOTHING REQUIREMENTS:

- Dress neatly in simple, modest attire suitable for a professional interview or audition, in black or dark colors. To better understand styles that constitute this tone, search the internet for "business casual for students."
- Acceptable footwear is neutral and may include character shoes, dress shoes, or sneakers in unobtrusive colors and patterns, free of logos if possible.
- Clothing should be appropriate for the situation. Consider black/dark-colored apparel that might be worn in a professional audition and that allows easy movement for the actors to accommodate the action of the performance.
- Avoid wearing distracting items such as large, dangling jewelry, light-up footwear, or fashionably distressed clothing.

CONTEST GUIDELINES

DAY OF EVENT

- 60-second slate which introduces the show, the school, and name of students.
- Performance should be at least 15 minutes but no longer than 20 minutes.

SCORING CRITERIA: 100 points total

10 points: Acting Transitions - Slating that includes articulation of name and selection, transition into and between characters, final moment, and transition out of character into exit.

20 points: Characterization - Emotional and physical believability and commitment to character; choices or tactic towards an objective that create a relationship with real or implied partner(s).

20 points: Voice - Projection, articulation, intonation, and other chosen vocal techniques that reflect the character's emotions and subtext.

20 points: Movement/Staging - Gestures, facial expressions, movements, and actions that communicate the character's emotions and subtext.

30 points: Execution - Concentration and commitment to moment- to- moment choices; integration of voice, body, and emotions create a believable character/ relationship that tells a story.

CONNECTION TO STATE STANDARDS:

Career & Technical Education Content Area: 21st Century Life & Career

- ARTS, A/V TECHNOLOGY & COMMUNICATIONS CAREER CLUSTER:
 - 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
 - 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
 - 9.3.12.AR-PRF.6 Create stage, film, television, and electronic media scripts in a variety of traditional and current formats.
 - 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.
 - 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively.
- CRP6 Demonstrate creativity and innovation.
- CRP7 Employ valid and reliable research strategies.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP12 Work productively in teams while using cultural global competence.

NJ Visual & Performing Arts Content Standards:

- 1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.1.12.D.2 Translate visual, literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding artworks.
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history
- 1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific art terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

English Language Arts Standards:

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.