

NJ SkillsUSA Championships

2022 Performing Arts Contest

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 have 4 performers.

EQUIPMENT AND MATERIALS

Props such as chairs or desk/table may supplement performances, but no other set pieces will be permitted. Performers should wear all black clothing.

SKILL PERFORMANCE

The contest includes components to be created in advance of the SkillsUSA conference and practice and performance on the day of the state contest.

CONTEST GUIDELINES

100 points total

25 points: In Advance – Written (script – 5-7 pages, typed, minimum of 11 pt. font – dialogue and stage directions)

75 points: Day of Event – Performance

- 10 points for 60-second introduction describing vision and intent (what judges are about to see) before performance (this is not included in performance time)
- 25 points for development (originality, creativity, technical difficulty, audience appeal)
- 40 points for execution (10-point deduction for fewer than 4 troupe members.)

CONTEST ASSIGNMENT – Visual Art interpreted through theatrical performance. Each group will use the same painting selected by the technical committee.

In Advance

- Using the designated piece of art, students create an original acting performance in which the scene ends in a tableau that matches the scene in the painting. Students must type and deliver a finished script of their scene.
- The scene should be 5 to 7 minutes in length. (This is 5-7 pages typed material). Students must bring 3 copies of this for the judges.
- Before performing the scene, one of the members in your group must act as a “docent” (guide) at a museum and introduce their painting, the artist, and the vision of their performance piece.
- Students will act out their scene in front of the painting that is projected on a screen behind performers. The scene must end in a tableau that matches the painting. (Scene 5-7 minutes – not including introduction)

Day of Event.

- 60-second Introduction which introduces their painting, the artist, and the vision of their performance piece.
- Students perform a 5-7 minute original piece as a team.

Painting: Jardin à Sainte-Adresse by Claude Monet : <https://www.monetpaintings.org/garden-at-sainte-adresse/>

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.