|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **WA** | **AE** | **E** | **BE** |
| **Monologue** | Voice was loud and clear words were clearly understood. Fantastic use of movement, well thought out and clearly showed characteristic of their part. Script was fully memorised. Fantastic facial expressions and body language. Character had depth and breadth. Never broke character. | Voice was clear, words were generally understood. Generally good use of movements and characterisation. Attempts at memorisation with minimal mistakes. Great use of gestures, facial expression and body movement to create character. | Student spoke clearly but it was difficult to understand some of the script. Script was partially memorised, with the occasional lapse. Contained some basic facial expression, gestures and body movement. | Voice and language were not very clear, could’ve been louder. No memorisation and limited to no facial expressions or body language.  |
| **Singing** | Song choice accurately demonstrates vocal range. Confidently performed by memory with stage presence and projection. Voice was on pitch and demonstrated exceptional control over tonal range and dynamics.  | Song choice suited vocal range. Performed by memory with minimal mistakes. Generally good stage presence and projection. Voice was generally on pitch and shows good control. | Song choice mostly suited vocal range. Showed developing stage presence and vocal control. Pitch was occasionally an issue.  | Song choice was not suited for vocal range. Limited control and projection of voice, with several pitch issues. |
| **Choreography** | Choreography is performed 100% correctly. Student shows excellent rhythm and energy in performing, able to demonstrate character and pizazz with their movements.  | Choreography is generally good with only 1 or 2 mistakes. Student has good rhythm and demonstrates character with their movements.  | Choreography has several mistakes but generally good rhythm. Student shows confidence in their movements. | Choreography is poorly learnt or un-memorised. Student shows limited rhythmic ability.  |
| **Involvement in Performing Arts at Heritage** | Student is involved in several lunchtime or after school groups, has attended rehearsals conscientiously and is committed to involvement in the Arts at Heritage.  | Student is involved in an extra-curricular school group and is generally committed to rehearsals.  | Student is involved in curricular arts like primary musical or 9/10 drama and is generally committed to rehearsals.  | Student does not support the Performing Arts at Heritage in any meaningful way.  |

**Cinderella Audition Rubric**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Roles: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Staff thoughts**

**Main call back Chorus kids Chorus dance Chorus act**