

# MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

## Duo Interpretation Performance Response Ballot

Student Code 899 Student Name Susan Karp and Tiffany Yee Round **I** II III F

Title of Selection/Author The Quandary by Laurie Allen Total Time: 7

**Duo:** A story line from a readily accessible single play, prose, movie or TV script, which challenges two performers (each portraying one or more characters) to create a dynamic story and setting using no props or costumes, from text or memory. Duo is about balance. Each performer should effectively utilize voice, facial expressions, body, gestures, and movement to create a dynamic interaction between partners. As a unit, the two performers will vocally and physically respond to each other's verbal and non-verbal cues *without eye contact or physical contact* (except during the introduction). Both students are required to provide brief introductory remarks at some point, which at the least must identify the title and author of the work.

**Time limit: 7 minutes with a 30-second grace period. Judges should offer to provide visual time signals.**

During this performance the students demonstrates the following skills:	Excellently Throughout	Usually	Sometimes	Improve Here
<b>DISTINCTIVE CHARACTER(S) INTERACTION:</b> uses body, voice, and gestures to create different, characters believably interacting with each other.	X			
<b>CREATION OF SETTING:</b> the total effect should be to carry the listener away mentally to the time and place of the selection.		X		
<b>VOCAL VARIATION:</b> effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.	X			
<b>PHYSICAL VARIETY:</b> uses and varies facial expressions, gestures, and body language to enhance their performance.		X		
<b>CAPTIVATING PERFORMANCE:</b> creates interest and holds your attention; and takes you on a journey with the character(s).	X			

<b>Based on your choices above, suggest a specific improvement each student could make to better their performance.</b>	<p><b>Student A:</b> <i>girl breaking up: consider using more whole body physicality-try leaning toward or away from your friend, turning slightly and hunching shoulders to exclude her from the phone.</i></p> <p><b>Student B:</b> <i>Friend advising: Please work a little more on "seeing" yourself in the mirror as you comb your hair-if you see it clearly, we will too!</i></p>
<b>Based on your choices above, describe a specific outstanding part of each student's performance.</b>	<p><b>Student A:</b> <i>girl breaking up: Great job with natural, supportive gestures, well suited to your words.</i></p> <p><i>Both girls had distinct characterization and facial expressions. I was impressed with your technique and precision.</i></p> <p><b>Student B:</b> <i>friend advising: Great job letting us see you "getting an idea" on the spot-good facial expression.</i></p>

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

*Good contrast - looking at each other in your intro and then switching to the proper technique in your performance. Excellent!*

Judge's Code 62 Judge's School Milton Judge's Name Deborah Simon

Students who speak beyond 7minutes, 30seconds may not be ranked 1st. Check here if over 7:30

PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) 1

80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) 95