THE 5TH AVENUE THEATRE AWARDS: HONORING HIGH SCHOOL MUSICALS

Presents

THE 5TH AVENUE THEATRE AWARDS PROJECT

2022/23 INFORMATION PACKET

ANNOUNCEMENT AND CELEBRATION DATE: June 25, 2023

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THE 5TH AVENUE THEATRE AWARDS PROJECT

PROGRAM OVERVIEW

To continue our tradition of honoring student achievement in musical theatre at Washington State high schools, we are introducing THE 5TH AVENUE THEATRE AWARDS PROJECT, a new program which helps us foster and support students as they prepare for participation in musical theater at their high schools and beyond. This new program makes it possible for ALL Washington students to participate in our 2022-23 celebration of high school musical theater while we identify ways to increase accessibility to the traditional awards experience and better meet the needs of our schools, teachers, and students.

WHAT IS THE 5TH AVENUE THEATRE AWARDS PROJECT?
The Project invites individual performers (The Character Development Project) and Creative Staff and Designers (The Production Pitch Project) to submit videos for evaluation by theater professionals. All videos will be considered for awards and honors which will be announced and celebrated on June 25, 2023.

WHO IS THIS PROGRAM FOR?
Students in grades 9-12, who live in Washington State, who have interest in expanding their knowledge of Musical Theater. This program is designed to support those students who are preparing materials for an upcoming audition, school production, classroom project, and would benefit from objective feedback from an industry professional. Students do not need to be currently involved in a school or extracurricular theater program, to participate.

WHAT DO I NEED TO PARTICIPATE?
All students will submit materials for their chosen project via a digital platform. Students will need access to a computer and internet connection, and a video recording device.

HOW DO I PARTICIPATE?
Students can participate in one of two ways.

- Option 1: Schools can participate by submitting multiple students under one registration, allowing for group collaboration and school support. This option is

great for schools who are either working toward a planned production or devising materials for a dream production, not yet planned for the stage. Schools can submit up to 5 students for each registration form with the option to add additional student submissions for an additional fee. See pricing Information details.

- Option 2: Individual students may participate without school sponsorship by individual registration. Students under the age of 18 will need caregiver consent to participate in the program.

Multiple videos may be submitted by an individual participant for different categories. Students may not submit multiple videos for the same category.

HOW MUCH DOES IT COST TO PARTICIPATE?

School registrations start at $100 with the option to add-on extra students for $25. Individual registrations are $40. Scholarships and financial aid are available for both schools and individuals.

WHAT ARE THE SUBMISSION REQUIREMENTS?

Students should expect to spend approximately 5-10 hours per video submission. Students will receive feedback within 4-5 weeks of submission. Should a student re-submit their video for additional feedback (see criteria and submissions section for more details), they should expect to spend an additional 2-3 hours incorporating their notes from the previous submission. Requirements and criteria for all categories can be found in this Information Packet.

WHAT HAPPENS WHEN A VIDEO IS SUBMITTED

All submissions will be viewed by two theater professionals. Each evaluator will give scores based on the specific criteria provided, as well as written comments designed to support and encourage student growth. Evaluation scores and comments will be sent to the school/student per the parameters listed in this Information Packet.

IMPORTANT DATES:

Monday, November 7th, 2022 - Video submission portals open. Students and/or schools may submit on a rolling basis. Evaluations and feedback will be completed within 4-5 weeks of submission date.

Monday, May 15, 2023 The 5TH AVENUE THEATRE AWARDS PROJECT final submission deadline.

Monday, May 15, 2023 SPECIAL HONORS final submission deadline

Tuesday, May 23, 2023 Special Honors recipients announced to participating schools.

Friday, May 26, 2023 School Production Photo submissions deadline.

Sunday, June 25, 2023 Honoring Our Students Announcement and Teacher Appreciation Dinner!

HOW TO REGISTER

Any Washington State school with students in grades 9-12 may participate in The 5th Avenue Theatre's 22/23 program by registering here. After completing the online registration link, the participant will receive an email acknowledging their registration, with a Participation Form which must also be completed and returned to The 5th Avenue Theatre along with the required fee. Multiple Production Pitch and Character Development videos may be submitted by an educator for their students using a single Participation Form for Schools.

Individual students in grades 9-12, who are home schooled or whose school is not participating, may participate in The 5th Avenue Theatre's 22/23 program by registering here. After completing the online registration link, the participant will receive an email acknowledging their registration, with a Participation Form which must also be completed and returned to The 5th Avenue Theatre along with the required fee.

Any students who are under 18 years old, must have a parent/guardian's permission to participate. Production Pitch and Character Development videos may be submitted by individual students using the Participation Form for Students.

Deadline for Submission: All participants must submit their videos no later than Monday, May 15, 2023 in order to receive evaluation this school year.

PARTICIPATION FEE
For the SCHOOLS, there will be a fee of $100 for up to 5 student submissions from one school, with an additional $25 per student for submissions over 5.

For INDIVIDUALS, there will be a fee of $40 per student submission.

Fees may be paid by purchase order, credit card, or check. Evaluation of submissions will not be scheduled until payment has been received.

The 5th Avenue Theatre is committed to making our programs accessible to all. Financial aid is available for students and schools to support access to this program. Contact Connie Corrick at ccorrick@5thavenue.org for scholarship consideration.

The 5th Avenue Theatre's Education Programs are made possible by our generous supporters. To learn more about how you can help support these programs, please visit https://my.5thavenue.org/donate/q/givenow.

THE VIDEO SUBMISSION CATEGORIES

PRODUCTION PITCH PROJECT

The PRODUCTION PITCH PROJECT welcomes individuals who pitch their musical theater plans/concepts for the following categories:

- Direction by a Student
- Music Direction by a Student
- Choreography by a Student
- Orchestra Direction by a Student
- Scenic Design by a Student
- Lighting Design by a Student

- Costume Design by a Student
- Hair and Make-Up Design by a Student
- Stage Management by a Student

The PRODUCTION PITCH PROJECT will examine video treatments for a musical theater production and will be formatted as a "pitch" for the student as the person responsible for one of the areas of musical theater production, listed above.

During the Project scoring process, we use the criteria line items to ask the question: "Do/Does the creative plan/design's concept (line item) to support the storytelling and dramatic action?" Detailed evaluation criteria for each segment and examples are found below, following the Production Pitch category descriptions – but most of all, we look forward to seeing your excitement and creativity in planning for a future show!

PRODUCTION PITCH SUBMISSIONS CAN REPRESENT:

- A pitch for a "dream" production
- A pitch which looks ahead to a planned production

CHARACTER DEVELOPMENT PROJECT

The CHARACTER DEVELOPMENT PROJECT welcomes performers who present their musical theater character development work in an audition style video. . All characters in a submitted role must have a solo song from the musical from which they have chosen.

THE CHARACTER DEVELOPMENT PROJECT will examine video submissions for a musical theater role. The individual Character Development performance will include a solo song and a monologue from one character. In addition, all performers are asked to submit a brief character analysis using guide questions below, which are adapted from Uta Hagen's "9 Questions…" found in her text, *Respect for Acting* (Wiley Publishing, 1973).

During the Project scoring process, we use the criteria line items to ask the question: "How do/does (line item) support the storytelling and dramatic action?" Details and an example are found below, following the Character Development category description*

CHARACTER DEVELOPMENT PROJECT SUBMISSIONS CAN REPRESENT:

- A future role in which students might be cast

- A piece which the student uses, or plans to use as an audition piece.

FOR ALL VIDEO SUBMISSIONS

- Students' videos are submitted to The 5th Avenue Theatre for review by theater professionals for written feedback comments and suggestions intended to help the students grow their skills. Feedback will be returned to the student/school no later than 4-5 weeks from The 5th's receipt of the submission(s). All participants will receive a Certificate of Participation in the Project. In addition, students who score 90% or higher based on the evaluation rubric contained in this Packet will be recognized for Outstanding Accomplishment.
- Students may choose to engage in advanced participation with a follow up submission to show their application of the initial feedback suggestions, and resubmit a second video using the same piece/pitch. Students who participate in this second round, will receive additional notes and feedback and a Certificate for Advanced Project Completion. Students who score 90% or higher based on the evaluation rubric contained in this Packet will be recognized for Outstanding Accomplishment.

THE CRITERIA FOR SUBMISSION EVALUATION

CRITERIA: PRODUCTION PITCH PROJECT

PRODUCTION PITCH SUBMISSIONS SHOULD BE NO MORE THAN 10 MINUTES AND INCLUDE THE FOLLOWING ITEMS:

1. INTRODUCTION:
   A "slate" or introduction given by the creative staff/designer presenting which includes their name, their school, the area in which they are presenting, and the writers and title of the show for which they have created their pitch (e.g. "Hi! My name is John Jacobs, I attend Broadway High School and I will be discussing my lighting design for a production of Rodgers and Hammerstein's *Oklahoma!*").
2. ON CAMERA RESPONSES TO THE FOLLOWING GUIDE QUESTIONS IN THE STUDENT'S CHOSEN AREA:

DIRECTION PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses the overall dramatic style of the production, why it was chosen, and the concept for telling the story, including, but not limited to the influence of setting and time period.
- Proposes visual concepts that will support storytelling to guide designers.
- Outlines a rehearsal plan for completing this production within a timeframe.
- Discusses use of the space (blocking and physical pictures), scene changes, and performers (energy and cue pick-up) in coordination, to create smooth transitions and pacing.
- Discusses a plan for guiding performers to find the core actions needed to present the story through understanding of basic acting technique (diction, energy, any specific style concept for this production, character intentions, connection to text, and to scene partners.
- Presents any support materials which the student feels will support their concept/creative plan (Optional).

THE LINE ITEM CRITERIA FOR SCORING DIRECTION (30 possible points)*

- *Provide a clear concept for overall dramatic style which promotes believability and clarity of plot*
- *Provide a concept proposal for the visual aspects of the story*
- *Provide a practical rehearsal plan*
- *Provide a plan for maintaining overall pace through character motivation and energy*
- *Provide a plan for maintaining overall pace through smooth transitions and scene changes*
- *Show an understanding of how to guide performers to excel in character interpretation*

MUSICAL DIRECTION PITCH (VOCAL FOCUS) - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses the overall musical style of the score and how it can best work to support the concept for telling the story.
- Outlines an approach to teaching the musical style required by the score to the student cast.
- Outlines a rehearsal plan for completing this production within a timeframe.
- Discusses a plan for guiding performers to build skills needed to present the vocals using healthy, well rounded vocal technique, including, but not limited to diction, breath support, and execution of specific vocal styles used for this production.
- Discusses a plan for guiding performers to build skills needed to present the story through song interpretation, e.g. character intentions and connection to text, as well as the relationship of the vocals to the score, including, but not limited to the

composer's use of structure, rhythm, melodic shapes, and the support of the accompaniment.
- Presents any support materials which the student feels will support their concept/creative plan (Optional).

THE LINE ITEM SCORING CRITERIA FOR SCORING MUSICAL DIRECTION (25 possible points)*

- *Provide a clear concept of the overall musical style(s)*
- *Offer guidance for student understanding of the needed musical style*
- *Provide a plan for timely teaching of the full score*
- *Provide a plan to guide students to healthy vocal technique*
- *Provide a plan to guide students to confident song interpretation*

CHOREOGRAPHY PITCH - A VIDEO OF UP TO 10 MINUTES WHICH……

- Discusses the overall musical style of the score and how the choreography can best work to support the concept for telling the story, including an understanding of the period and location in which the story takes place.
- Outlines an approach to acquainting the cast with, and teaching the dance styles required by the score to the student cast.
- Outlines a rehearsal plan for teaching the choreography within a timeframe.
- Discusses use of the space (movement patterns, physical pictures), variety in choices based on the dance styles inherent in the score and lyric content, and inclusion and/or integration of performers of at all skill levels.
- Discusses a plan for guiding performers to find the core skills needed to present the story through dance and coming from character, with animation, energy, and high levels of accuracy in execution.
- Presents any support materials which the student feels will support their concept/creative plan (Optional).

THE LINE ITEM CRITERIA FOR SCORING CHOREOGRAPHY (30 possible points)*

- *Provide a knowledge of the period dance styles needed*
- *Outline ideas for introducing and teaching the styles needed*
- *Provide a plan for timely teaching and drilling the full show*
- *Discuss how playing spaces/locations can best be used*
- *Discuss how best to use the variety of skills within the full cast*
- *Discuss how to guide the cast to perform movement from character*

ORCHESTRA DIRECTION PITCH (INSTRUMENTAL FOCUS) - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses the overall musical style of the score and how the orchestra can best work to support the concept for telling the story.
- Outlines an approach to teaching the musical style and technique required by the score to the orchestra/band members.
- Outlines a rehearsal plan for completing this production within a timeframe.
- Discusses a plan for guiding performers to build skills needed to be an effective member of a musical theater performance team, including, but not limited to, being attentive to the conductor and being mindful of balance of sections/instruments within the pit, and balance with the performers on stage.
  • Discusses a plan for guiding performers to build skills needed to present the story through musical interpretation with an understanding of how the orchestrations specifically support the action.
- Presents any support materials which the student feels will support their concept/creative plan (Optional).

THE LINE ITEM CRITERIA FOR SCORING ORCHESTRA DIRECTION (25 possible points)*

- *Provide a clear concept of the overall musical style(s)*
- *Offer guidance for student understanding of the performance style*
- *Provide a plan for timely teaching of the full score*
- *Provide a plan to guide students to build an understanding of contributing as an individual player, as well as an ensemble member in a pit orchestra*
- *Provide a plan to guide students to confident support for the people on stage*

SCENIC DESIGN PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses scenic design concepts in terms of how they support the storytelling and the concept for the production.
- Outlines the ways in which the scenic design will establish time period, location and mood.
- Outlines the ways in which the scenic design will conform to the resources of the theater facility and space, e.g. compatibility with sightlines and wing storage whether imagined, or for a specific theater space.
- Discusses how the scenic design will support the storytelling with ease of movement for maintaining a well-paced show.
- Discusses the planned “choreography” of set changes to allow the crew to be successful in supporting the storytelling with smooth transitions.

- Presents any support materials which the student feels will support their concept/creative plan (Recommended).

THE LINE ITEM SCORING CRITERIA FOR SCENIC DESIGN (30 possible points)*

- *Reflect an understanding of the theatrical world of the script*
- *Reflect an understanding of technical equipment which will be used/needed*
- *Establish and maintain mood*
- *Establish and maintain time period(s)*
- *Establish and maintain location(s)*
- *Define a backstage plan for set change execution and success*

LIGHTING DESIGN PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses lighting design concepts in terms of how they support the storytelling and the concept for the production.
- Outlines the ways in which the lighting design will establish time period, location and mood (use of color, levels of intensity, etc.).
- Outlines the ways in which the lighting design will conform to the resources of the theater facility and space, e.g. is compatible with sightlines and wing storage whether imagined, or for a specific theater space.
- Discusses how the lighting design will be used to focus the attention of the audience in support of the storytelling.
- Discusses the planned training of operators to allow the crew to be successful in supporting the storytelling with smooth execution transitions.
- Presents any support materials which the student feels will support their concept/creative plan (Optional).

THE LINE ITEM SCORING CRITERIA FOR LIGHTING DESIGN (30 possible points)*

- *Reflect an understanding of the theatrical world of the script*
- *Reflect an understanding of technical equipment which will be used/needed*
- *Establish and maintain mood*
- *Establish and maintain time period(s)*
- *Establish and maintain location(s)*
- *Provide established playing areas that focus audience attention*

COSTUME DESIGN PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses costume design concepts in terms of how they support the storytelling and the concept for the production.

- Outlines the ways in which the costume design will establish time period, location, and mood.
- Outlines the ways in which the costume design could conform to the resources of a theater program, e.g. use existing costumes, stay within a budget, etc.
- Discusses how the costume design will support the storytelling through defining character (income, age, temperament, state of mind, and also fit, neatness, attention to detail, etc.), as well as by making costumes practical for any quick change needs and with range of motion for dancers.
- Discusses the backstage plan, including, but not limited to, preshow set-up, quick change needs (e.g. assistance for cast members) and post-show policies so that cast and crew can be successful in supporting the storytelling with well-maintained costumes.
- Presents any support materials which the student feels will support their concept/creative plan (Recommended).z

THE LINE ITEM SCORING CRITERIA FOR COSTUME DESIGN (40 possible points)*

- *Reflect an understanding of the theatrical world of the script*
- *Establish and maintain mood*
- *Establish and maintain time period(s)*
- *Establish and maintain location(s)*
- *Allow for needed range of motion*
- *Establish and maintain character*
- *Facilitate practical realization of design*
- *Define a backstage plan for crew success*

HAIR AND MAKE-UP DESIGN PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses hair and make-up design concepts in terms of how they support the storytelling and the concept for the production.
- Outlines the ways in which the hair and make-up design will establish time period, location, and mood.
- Outlines the ways in which the hair and make-up design could conform to the resources of a theater program, e.g. use existing supplies/stock, stay within a budget, etc.
- Discusses how the hair and make-up design styles will support the storytelling through defining character (income, age, temperament, state of mind, etc.), as well as by making hair and make-up design practical for any quick-change needs.
- Discusses the backstage plan, including, but not limited to, training for the cast, quick change needs (e.g. assistance for cast members) and oversight of

application so that the cast can be successful and consistent in supporting the storytelling through hair and make-up design.
- Presents any support materials which the student feels will support their concept/creative plan (Recommended)

THE LINE ITEM CRITERIA FOR SCORING HAIR AND MAKE-UP DESIGN (25 possible points)*

- *Reflect an understanding of the theatrical world of the script*
- *Establish and maintain mood*
- *Establish and maintain time period(s)*
- *Establish and maintain character*
- *Define a backstage plan for crew/performer success*

STAGE MANAGER PLAN PITCH - A VIDEO OF UP TO 10 MINUTES WHICH...

- Discusses an overall logistical plan for supporting the director and the creation of the show within a timeframe.
- Outlines a rehearsal plan as would be created with the director, and methods that will be used for communicating and maintaining the rehearsal process, including, but not limited to, creation of accurate contact information, daily posting of schedules, rehearsal sign-in policies, etc.
- Outlines the ways in daily rehearsals will be organized to accomplish the director's schedule including, but not limited to, coordinated use of rehearsal spaces and cast members, coordination with each creative and tech department to accommodate needs of each, e.g. costume fittings, vocal rehearsals, etc.
- Discusses the backstage plan, including, but not limited to, safety protocols, tech and set change rehearsal schedules, daily pre and post show crew and cast responsibilities, pickup rehearsals for crew and/or cast, etc.
- Discusses how the stage management team will help maintain community within the company and support individuals when there is an issue, e.g. a communication plan for safely reporting and resolving any issues during rehearsals and the run of the show.
- Presents any support materials which the student feels will support their concept/creative plan (Recommended)

THE LINE ITEM SCORING CRITERIA FOR A STAGE MANAGEMENT PLAN (25 possible points)*

- *Reflect an understanding of the theatrical world of the script*
- *Provide a practical rehearsal plan*

- *Provide a plan for maintaining the director's concepts during the run*
- *Provide a plan for maintaining actor consistency during the run*
- *Show an understanding of how to successfully work with performers and crew*

THE PRODUCTION PITCH PROJECT SCORING PROCESS

*All Production Pitch Project line item criteria will receive a score between 1 and 5, based on the following rubric:

1	2	3	4	5
RARELY	**SOMETIMES**	**USUALLY**	**MOSTLY**	**ALWAYS**

Category line items will be applied by inserting the specific criterion into the following:

- OUR QUESTION: Do/Does the creative plan/design's concept _____ to support the storytelling and dramatic action?
- OUR RESPONSE: The creative plan/design's concept [always, mostly, usually, sometimes, or rarely] _____ to support the storytelling and dramatic action.

EXAMPLE:
Criterion: *"*establish and maintain mood*"*.
*Does the design concept "*establish and maintain mood*" to support the storytelling and dramatic action?"*

- **Score of 5:** The design's concepts ALWAYS "establish and maintain mood" to support the storytelling and dramatic action.
- **Score of 4:** The design's concepts MOSTLY "establish and maintain mood" to support the storytelling and dramatic action.
- **Score of 3:** The design's concepts USUALLY "establish and maintain mood" to support the storytelling and dramatic action.
- **Score of 2:** The design's concepts SOMETIMES "establish and maintain mood" to support the storytelling and dramatic action.
- **Score of 1:** The design's concepts RARELY "establish and maintain mood" to support the storytelling and dramatic action.

By framing our evaluations in this way, we endeavor to:

1) create more scoring equity between submissions with varying access to material and financial resources,

2) help students connect their work to a “bigger picture,”
3) develop an evaluative lens that is as consistent as possible from evaluator to evaluator seeing the same submission

CRITERIA: CHARACTER DEVELOPMENT PROJECT

GENDER IDENTITY: We at The 5th are committed to honoring gender identity for anyone in our community. Students may submit videos for the musical theater roles that support and affirm that identity, regardless of the original theatrical context.

CHARACTER DEVELOPMENT PROJECT VIDEO SUBMISSIONS SHOULD INCLUDE THE FOLLOWING ITEMS:

1) INTRODUCTION:
   A “slate” or introduction by the student which includes their name, their school name, the role which they are presenting, and the writers and title of the character’s show (e.g. “Hi! My name is Janice Jones, I attend Broadway High School and I will be presenting the role of Laurey from Rodgers and Hammerstein’s *Oklahoma!*”).
2) One selection as sung by the character being submitted. The selection should be the full song as sung by the character. Piano or track accompaniment is accepted. No a cappella submissions, please.
3) One monologue belonging to the character being submitted, if possible. If, in the script, the character speaks the chosen monologue directly before, in the middle, or after a song which is also being submitted, the two may be done as one “scene” in the recording. If no monologue exists in the script, the character analysis which the performer writes (see below) may be performed on camera in lieu of a monologue.
4) A brief Character Analysis for the character being submitted, written in first person (guidelines below**)

NO COSTUMES NEEDED! Please choose clothing which you would wear for an audition. While no costumes are required, we do recommend wearing items which support the material, i.e. if your chosen character is from a lower income, you might choose not to wear a tuxedo or tiara.

THE LINE ITEM SCORING CRITERIA FOR PERFORMERS (95 POINTS POSSIBLE)*

- *Singing:*
    - *Pitch accuracy*
    - *Tonal quality*
    - *Execution of rhythms*
    - *Strong diction and clarity of text*
    - *Phrasing and interpretation accomplished through vocal technique*
    - *Expression and artistry (above and beyond technical proficiency)*
- *Movement Choices:*
    - *Precision of movements*
    - *Levels of animation and energy*
    - *Technical proficiency in execution of choreography/staging*
    - *Expression and artistry (above and beyond technical proficiency)*
    - *Spatial awareness*
- *Acting:*
    - *Levels of animation and energy*
    - *Embodiment of character (believable, authentic, connected)*
    - *Dialogue interpretation*
    - *Strong diction and clarity of text*
    - *Dynamic relationships with other performers (implied or actual)*
    - *Character consistency*
    - *Poise and ease*
    - *Engaged and energized presence*

THE CHARACTER DEVELOPMENT PROJECT SCORING PROCESS

THE SCORING CRITERIA FOR PERFORMANCE:
The scoring rubric grounds all feedback in the fundamental theater concepts of storytelling and dramatic action. Evaluators will assess the quality of each criteria, based on how effectively it supports the storytelling and, more specifically, how it engages an audience (even via video!) by creating the dramatic action of the musical.

For the purposes of this program, dramatic action is defined as the <u>intentional</u> pursuit of an outcome or attempt to affect others—whether it be by a character, a group of characters, or in the trajectory of the story. Action is created by all elements of a production including performances, design elements, and technical elements.

All criteria can receive a score between 1 and 5, based on the following rubric:

1	2	3	4	5
RARELY	**SOMETIMES**	**USUALLY**	**MOSTLY**	**ALWAYS**

Category line items will be applied by inserting the specific criterion into the following:

- OUR QUESTION: How do/does _____ support the storytelling and dramatic action?
- OUR RESPONSE [always, mostly, usually, sometimes, or rarely] supports the storytelling and dramatic action.

EXAMPLE:
Criterion: *"Tonal quality"*.
How does "Tonal quality" support the storytelling and dramatic action?"

- **Score of 5:** "*Tonal quality*" ALWAYS supports the storytelling and dramatic action.
- **Score of 4:** "*Tonal quality*" MOSTLY supports the storytelling and dramatic action.
- **Score of 3:** "*Tonal quality*" USUALLY supports the storytelling and dramatic action.
- **Score of 2:** "*Tonal quality*" SOMETIMES supports the storytelling and dramatic action.
- **Score of 1:** "*Tonal quality*" RARELY supports the storytelling and dramatic action.

By framing our evaluations in this way, we endeavor to:

1) create more scoring equity between submissions with varying access to material and financial resources,
2) help students connect their work to a "bigger picture,"
3) develop an evaluative lens that is as consistent as possible from evaluator to evaluator seeing the same submission

****GUIDELINES FOR COMPOSING THE BRIEF CHARACTER ANALYSIS** TO BE INCLUDED WITH THE CHARACTER DEVELOPMENT PROJECT SUBMISSION. As performers immerse themselves in creating a character, there are basic, but necessary questions which they need to ask to find that character's truth. Using the answers to the following questions as a guide, create a first person "monologue" (in 150-300 words) in which the character speaks to us about themselves and their life. Students should use this to demonstrate understanding of how this person/character should be lived on stage in the world of the play.

The Five Questions:

1. Who am I?
    a. May include: your name, age, physical traits, education, personal opinions, likes, dislikes, fears, ethics, beliefs, mother, son, grandparent, etc.
2. What time is it?
    a. May include: the year, the season, the day, the minute, etc.
3. Where am I?
    a. May include: the nation, city or town; the country, a neighborhood, building, room, outside in the rain, etc.
4. Why am I here?
    a. May include: where was I before I entered and what brought me here; how I relate to each person, each object, each event, etc., in the story.
5. What do I want and how do I get what I want?
    a. May include: motivation for my presence in the moment; actions I take - verbally, physically, both.

This character analysis **must** be submitted as a written document, but may also be delivered in character on camera in conjunction with the Character Development PROJECT video.

UPLOADING AN UNLISTED VIDEO

1. Go to youtube.com and sign in to your preferred google account
2. On the upper right hand corner, click on the video upload icon and click upload video.
3. Click on SELECT FILES button and upload your video of choice.
4. In the details section name your file with the format below: School - Last name, First name - Category
5. Click the “Yes, it's made for kids button.”
6. In the top section, click the Visibility tab
7. In the Save and Publish Section, click on Unlisted button
8. Hit Save on the lower right.
9. Copy the video link and send it to The 5th at awards@5thavenue.org

If you are experiencing issues, or need any assistance in uploading your video, please reach out to us at educationprograms@5thavenue.org

PROJECT HONORS AND RECOGNITION

How will 5th Avenue Theatre Awards Project students be recognized?

- Certificates of Participation and Certificates for Advanced Project Completion will be sent to the students with their evaluation feedback.
- Students who score 90% or higher based on the evaluation rubric contained in this Packet will be recognized for Outstanding Accomplishment.
- Year-end recognition of all participants will occur on June 25, 2023. This recognition will include listing in a press release and on The 5th's website.

A dinner of Appreciation for Teachers will be held on June 25, 2023. We look forward to having a gathering in honor of our educators' amazing work, at which we will feature presentations from students who have participated in the 22/23 program.

SPECIAL HONORS

A celebration of what happens behind the scenes!

We at The 5th recognize that your students and your programs accomplish so much more than what is seen on your stages! These Special Honors categories are The 5th Avenue Theatre's way to help you honor the behind the scenes accomplishments in your school programs. All 22/23 participant schools are invited to submit students, parents and educators in our Special Honors categories!

SPECIAL HONORS CATEGORIES

• Educational Impact
• Student Achievement
• Outstanding Parent Support
• Outstanding Educator
• Community Engagement
• Senior Spotlight

CRITERIA: SPECIAL HONORS

SPECIAL HONORS - STUDENT ACHIEVEMENT

In the category of Student Achievement, teachers are invited to make recommendations for one student who has given their time and talent in a backstage capacity (i.e. stage manager, poster design, dance captain, light board operator, costumes, assistant director, etc.) This award is designed to honor a student who has achieved excellence in behind the scenes work, who may not otherwise be recognized in their skill category, or for whom no category exists. Educators are limited to one submission per school for this Special Honor.

Teachers are asked to submit a one (1) page essay/letter outlining the student's contributions to the production. Support materials (i.e. set renderings, costume sketches, light plots, stage manager's book, etc.) are highly recommended. Only one submission per school, please.

SPECIAL HONORS - EDUCATIONAL IMPACT

In the effort to recognize the broad educational benefits derived from students participating in high school musical theater, we have created the Educational Impact Award. The selection of the school to receive this award will be made by The 5th Avenue Theatre's submission review panel.

This award is intended to recognize programs which use the production of musical theater to supplement and augment curriculum in other areas. For example: a school which uses a production of *1776* to further explore American history in history class, or a school which uses their production to help interest younger students in reading through outreach based on their show/performance. We are specifically looking for ways schools are using the production of musical theater as a way to increase learning and enhance the overall educational process. Educators are limited to one submission per school for this Special Honor.

Teachers are asked to submit a one (1) page essay/letter outlining the educational impact your production is having in your school or community. Support materials are highly recommended. Only one submission per school, please.

SPECIAL HONORS – OUTSTANDING EDUCATOR

On the occasion of The 5th Avenue Theatre Awards 10th anniversary, The 5th was happy to inaugurate a Special Honor for Outstanding Educator. 10 years later, we continue to strive to celebrate, encourage and support the work being done to create high school musical theater in Washington State.

We recognize that our educators are the driving force behind the amazing talent and productions being presented on high school stages and we need your help to continue this tradition of honoring the work of our musical theater educators. Going above and beyond all expectations, our teachers inspire their students, their schools and their communities. We ask you to help us discover the next recipient, by submitting nominations for educators you know or with whom you've worked and/ or collaborated. We are looking for educators who motivate, encourage and challenge their students and who go above and beyond to instill a passion for musical theater.

Anyone may submit a nomination for Outstanding Educator by sending an essay describing the work and/or career of their nominee to the address below. All nominations will be reviewed by an impartial panel of theater professionals. Your letter of support/essay should describe what sets this Educator apart, how they have impacted the field of musical theater education for high school students, and should outline examples of those qualities and/or projects which inspired you to nominate. Only one nomination per school, please.

Please include the following with your essay:

- Nominee's Name
- High School of Association (current or former)
- Position and/or subjects taught
- Length of time nominee has held this position or been teaching
- Contact information for the nominee
- Your name
- Your signature
- Your association with the nominee

SPECIAL HONORS – PARENT SUPPORT

The 5th Avenue Theatre recognizes that "it takes a village" to create theater, and that educators depend upon the support of the extended family of their students to

accomplish everything that is needed to fully produce musical theater in high schools. These adult volunteers not only support the participation and passion of their children, but act on that dedication by giving hours of their time to transport, feed, sew, paint, sell tickets, etc, etc., noticing needs and stepping up to accomplish tasks in whatever capacity their program's director requests. The 5th Avenue Theatre would like to ask your help in recognizing the dedicated parents/adult guardians who support your musical theater program.

Teachers are asked to submit one (1) single page essay/letter outlining the ways in which your parent supporter(s) have impacted your students and your ability to produce theater at your school. Only one submission per school, please.

SPECIAL HONORS – COMMUNITY ENGAGEMENT

Beyond the stage itself, does your program work with others to counterbalance the projects and barriers which students and their various communities encounter? As the theater world as a whole strives to make our stages more reflective of the community whose stories we tell, we see our high schools leading the way in embracing the need for inclusivity and diversity on and off the stage.

Knowing that theater can be an important tool in creating community intersections, The 5th would like to honor the ways in which you and your students are working to effect positive change in the face of societal realities (racism, gender inequality, bullying, hunger, homelessness, etc.), which confront our students on a daily basis. To celebrate and honor our school theater programs who are embracing their strengths as a resource for empowering their greater communities in this way, we have created the SPECIAL HONOR for COMMUNITY ENGAGEMENT. The selection of the school to receive this award will be made by a special independent committee. This award is intended to recognize schools and students who use their theater programs as a platform for social justice.

Teachers are asked to submit a one (1) page essay/letter outlining the COMMUNITY ENGAGEMENT your program and/or students (or a program you know of at another school) are creating in your school or greater community. Support materials are highly recommended. Only one submission per school, please.

SPECIAL HONOR – SENIOR SPOTLIGHT

This Special Honor was created to honor a student leader in their senior year. This award is intended to shine a spotlight on a student whose high school theater community recognizes is an example of outstanding achievement through their development and sharing of skills and craft, as well as their dedication to their drama program and their school's community of theater makers. The 5th Avenue Theatre invites each participant Drama Director to submit one senior who has achieved excellence in their high school career to be recognized with this Special Honor. We would love to have one honoree from every school.

In contrast to Student Achievement honors, Senior Spotlight isn't confined to student leadership off stage. The Senior Spotlight selectee may exhibit a combination of accomplishments on stage or off stage that make the student valuable in your theater community, but with focus on work done on musicals over their high school career. These submissions will not be subject to review – the senior that you select WILL be recognized.

Teachers are asked to submit the name and a photograph of your student, along with a brief paragraph in support of your Senior Spotlight nominee. Only one submission per school, please.

***SUBMIT ALL RECOMMENDATIONS TO*: ccorrick@5thavenue.org**
ALL SPECIAL HONORS SUBMISSIONS MUST BE RECEIVED BY THE 5TH AVENUE THEATRE BY MONDAY, MAY 15, 2023 AT 5PM.

JOIN THE CELEBRATION!

A CELEBRATION OF TEACHERS!

MARK YOUR CALENDAR and join us IN PERSON on June 25, 2023!

We look forward to a gathering for food and celebration as we recognize the amazing work of teachers across Washington State. Our dinner this year will be on Sunday, June 25th. We will have more details as we get closer, but do hope you'll reserve the night and plan to be at The 5th so that we can honor you all in person! Our celebration will include some live performances and the announcement of our 5th Avenue Theatre Awards Project recognitions for outstanding work throughout the year – all that and more!

A CELEBRATION OF STUDENTS

June 25, 2023

On June 25, 2023, we will honor the year, publicly recognizing the work that all of the students did through the 5th Avenue Theatre Awards Project, as well as recognizing our Special Honors recipients! For this, we hope that you will send photos of your school year accomplishments that can be included.

SCHOOL PROGRAM PHOTOS

We would like to include photos from every participating school in the celebration on June 25, 2023. Please forward The 5th Avenue Theatre 5-10 photos which you feel best represent your production - lighting, sets, costumes, cast, rehearsals, etc. They can also reflect the work done by individual students in the Project categories, i.e. photos of the student performing for the camera, photos of design concepts, etc. Instructions for best practices for submitting will be provided. Photos must arrive at The 5th Avenue Theatre by Friday, May, 26, 2023.

- These do not need to be professional photos.
- The inclusion of photos does not in any way reflect honors recognition.
- These can be planning session, rehearsal, screen shot, and/or production photos

• We will try to represent all schools equally with your submitted photos.

Participation in the program means that photos taken or supplied, or video footage taken or supplied, are able to be used by The 5th Avenue Theatre in marketing or publicity without further consent.

ANNOUNCING OUR HONOREES

Special recognition for outstanding work in the 22/23 categories will be announced at the June 25, 2023 Teacher Appreciation ceremony and recognition of all the participants will be posted on social media, posted on the theater's website at www.5thavenue.org, and emailed to schools following the press release on June 25, 2023.

COMMUNICATIONS

EMAIL:

Please note that a space for email address has been provided on the participation form. Every school must include an email address, as most communication will be conducted via email. The email address will not be shared with any other organization. If your school email server has stringent screening/blocking programs in place, please provide an alternate, non-school email address in addition to your work email address.

MAILING MATERIALS:

As some materials may be mailed to the school, a complete mailing address for the school is required, including the zip code.

QUESTIONS:

Any questions about The 5th Avenue Theatre Project should be directed to Connie Corrick by email at ccorrick@5thavenue.org

THANK YOU FOR JOINING US FOR THE 2022-23 5th AVENUE THEATRE AWARDS PROJECT!