Director Guide: Determining Category Eligibility
-For Director Use Only-

This guide is designed to help you determine whether or not your student(s) are eligible to be nominated for a Cappies Critics Choice.

It is NOT INTENDED for you to share with the Cappies Critic teams -- only as a resource for you to determine whether to select "Eligible" or "Not Eligible" on the Award Category Eligibility Worksheet you share with the Critics (pictured at right).

Remember: in order for your student(s) to qualify as eligible, at least 60 minutes before curtain the Critics must be provided with:

1. The Award Category Eligibility Worksheet, completed by you.
2. For each category, a minimum 300-word description, written by the student(s), about their work. Supporting multimedia, such as posters, photos, binders, or videos, is welcome.

The guides below are to help guide your decision to deem your student(s) "Eligible" or "Not Eligible" for the given category.

Marketing and Publicity

Marketing and publicity refers to the publicity campaign for the produced play or musical. The materials or description of campaigns must be available to the Critic at the show and must be the original work of a student or group of students in grades 9 through 12.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Inspiration board/collage
- Press release
- Social media campaign
- T-shirt design
- On-campus publicity
- Lobby display
- Poster design
- Promotional video
- Program design/layout

Special Effects and/or Technologies

This aspect of theatre refers to the design, construction, or collection of special effects and/or technologies that are neither sound nor lighting. Examples include, but are not limited to, video, magic, fog, aromas, projections, and digital effects. This work must be specifically identified to Critics prior to a show. All work must be done by or under the direction of one student or a small group of students in grades 9 through 12, but adult guidance is permissible. The quality of performer-use of effects is a factor, but a performer who uses effects (for instance, a magician) may be considered only if she/he assisted in the design and/or construction of the effects.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Inventory of supplies/equipment
- Early draft plans
- Detailed sketches, renderings, and/or models
- Sourcing materials needed
- Construction/installation
- Design modification list
- Detailed work documentation
- Explanation of problems solved
- Special features photos
- Finished product photos

Make-Up and Hair

Make-Up refers to the design and execution of all facial (and other) cosmetics, hair, nails, and props (for example, fake noses, ears, hands, or feet) attached to performers' bodies. All work must be done by or under the direction of one student or a small group of students in grades 9 through 12, but adult guidance is permissible. The extent of make-up done by specialist (as opposed to performers doing their own) must be identified to the Critics before the show.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Inspiration board/collage
- Period research

- Early draft plans/thumbnail sketches
- Design renderings
- Make-up selection
- Hair (including wigs, facial hair) selection
- Design modification list
- Hair styling
- Cue sheet
- Run crew
- Make-up application
- Finished product photos

Sound

This category incorporates the technical aspects of sound, including amplified sound, sound effects, and music not performed by live musicians. The extent of sound amplification, the frequency and timing of sound cues, the visual aspects of the placement of sound equipment, and the use of sound equipment by performers, are factors. All work must be done by or under the direction of one student or a small group of students, but adult guidance is permissible.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Inspiration board/collage
- Period research
- Equipment inventory
- Equipment selection
- Sound plot
- Cue sheet
- Detailed sketches/renderings
- Creation of sound effects
- Explanation of problems solved

Props

This aspect of theatre refers to the design, construction or collection, and use of student-designed props that are neither sets nor costumes (that is, handled by performers but not attached to their bodies). Examples include, but are not limited to, weapons, food, beverage containers, and live animals. This work must be specifically identified to Critics prior to a show. All work must be done by or under the direction of one student or a small group of students in grades 9 through 12, but adult guidance is permissible. The quality of performer-use of props is

a factor, but a performer who uses props and effects (for instance, a puppeteer or magician) may be considered only if she/he assisted in the design and/or construction of the props.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Inspiration board/collage
- Early drafts/thumbnail sketches
- Pulling props from stock
- Props plot
- Construction of new props
- Cue sheet
- Props run crew
- Explanation of problems solved
- Set decoration (i.e. furniture and dressing selection)
- Acquiring new props
- Collection of props not in stock

Lighting

This category incorporates the design and execution of stage lighting, including lights that are part of any sets, costumes, props, or still-projection (gobo) special effects. The timing and coordination of light cues, and the use of lit areas by the cast on stage, are factors. All work must be done by or under the direction of one student or a small group of students, but adult guidance is permissible.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Period research and practical lighting
- Equipment inventory
- Light plot
- Selection of instruments
- Lighting run crew
- Hanging/focusing of lighting instruments
- Gel/Gobo selection

- Explanation of problems solved
- Cue sheet

Costumes

Costumes refer to the design, assembly and making of costumes, and the speed of costume changes. Costumes are defined as anything worn by performers, including hats and footwear. All design and assembly must be done by or under the direction of one student or a small group of students in grades 9 through 12, but adult guidance is permissible. A significant proportion of the costumes must be designed and acquired or made by student(s) specifically for the show. Some non-student-made costumes (for example, costumes that are rented, made by parents, drawn from a school's costume collection, and/or borrowed from elsewhere) are permissible, but only if a list of rented or adult-constructed costumes is provided to Critics prior to the show.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Inspiration board/collage
- Period research
- Early draft plans/thumbnails
- Design renderings
- Fabric and notion selection
- Construction of costumes
- Costume plot
- Run crew cue sheet
- Shopping for costumes
- Selection/pulling of stock costumes and pieces
- Run crew

Sets

Sets refers to the design, construction and finishing work on all scenes, including back walls, stage trim, furniture, and every physical item other than lights, costumes, and hand-held props. All design work must be done by or under the direction of one student or a small group of students in grades 9 through 12, but adult guidance is permissible. A majority of the construction and finishing work must be done by students, but some adult participation is permissible, especially as required to ensure student safety. Furniture need not be made by students. Crew work (in set changes) is not a factor.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Inspiration board/collage
- Period research
- Early draft plans/thumbnails
- Design renderings or models
- Design modifications
- Paint color/fabric selection
- Lumber/materials list
- Lumber cutting
- Set/backdrop painting
- Pulling scenery from stock
- Set construction
- Set decoration
- Other (specify)

Orchestra

This category is for a group of musical accompanists that performs not less than six full songs, as accompaniment to vocalists, and will be evaluated for tone, pitch, authority, balance, pace, performer support, and other factors of musicianship that may contribute to a successful show. An orchestra may be a combo, band, orchestra, or any other group of not less than 3 musicians, of whom not less than 80 percent are students (A four-member orchestra must be all students, a 5- to 9-member orchestra may have one adult, a 10- to 14-member orchestra may have two adults, etc.). A conductor who is an adult and does not play an instrument will not be included in this percentage. Whether the score is performed as written for professional orchestras, or performed as simplified for student orchestras (by the publisher or by the school's own music), is a factor.

Did your orchestra have 3 or more musicians, of whom at least 80% were student(s) (not including the conductor)? If so, they are considered Eligible.

Choreography

This category incorporates the design and teaching of dance choreography, stage combat, and/or other synchronized on-stage movements. To be eligible, a show must have a majority of its musical numbers, stage combat, and/or synchronized scenes designed, and taught to performers, by a student, separate student, or a small group of students, but adult guidance is permissible. Performer execution of the choreography is a factor. The entire set of student-designed choreography will be evaluated as a whole. Some adult choreography is permissible, as long as its location in the show is clearly identified to Critics in advance.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Period research
- Choreography/formation notes
- Choreography creation
- Teaching performers
- Explanation of problems solved
- Rehearsal notes
- Detailed work documentation

Creativity

Creativity refers to creative achievement – by a student or group of students in grades 9 through 12 – not encompassed in another category. Only one creative achievement may be identified as the Critics' Choice in each Cappies show. Areas of creative achievement include, but are not limited to: (A) Musicianship; (B) Composing; (C) Lyric Writing; (D) Play Writing; and (E) Directing.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Script analysis
- Design concept
- Period research
- Rehearsal schedule
- Casting
- Design modification list
- Explanation of problems solved
- Detailed work documentation
- Blocking

Stage Management/Stage Crew

This category incorporates the effectiveness and timing of all cues. In addition to the performance, the stage management should be evaluated on the evidence provided in the Cappies Room. e.g. prompt book, rehearsal reports, pre/post show check lists. All work must be done by or under the direction of a student stage manager or a student management team, but adult guidance is permissible. This category incorporates the effectiveness, smoothness and

timing of scene and prop changes. In addition to the performance, the stage crew should be evaluated on the evidence provided in the Cappies Room e.g. shift plot, fly rails, tracks, special effects (confetti cannon). All work must be done by or under the direction of a student crew head or a student team, but adult guidance is permissible.

The majority of the work of design and/or execution must be done by student(s).

Here are some examples of activities your student(s) might do for this category:

- Contact sheet
- Daily rehearsal reports
- Calling cues (sound, light, scenery)
- Management of stage crew(s)
- Organizing scene changes
- Prompt book
- Rehearsal props/costumes
- Final infrastructure photos
- Explanation of problems solved
- Blocking book

Ensemble

Ensemble refers to a distinct and recognizable group of performers who frequently (at a minimum, in more than one scene) appear on stage together as an intended/named unit, but it may not include the entire cast, or an adult in a prominent role. A majority of the ensemble performers must be students in grades 9 through 12. In a Musical, the Ensemble must be supporting in at least one song. In a Musical, this award is intended to recognize a chorus, although other ensemble groups are eligible. As long as they appear together, they may represent different character groups. For example, the Winkies/Ozians in "The Wiz", the secretaries in "Thoroughly Modern Millie," or the villagers/utensils OR the Silly Girls in "Beauty and the Beast." Though the ensemble may include a performer eligible for a lead category, the ensemble may not solely consist of leading actors, The Jets in "Westside Story" (yes, All of them) qualify as an ensemble. The Delta Nu's can be an ensemble even though Elle is among them.

Are your ensembles comprised by a majority of students in grades 9-12? If so, each is considered Eligible.

If not, please let the Critics know of any adults or students not in grades 9-12 in any of your ensembles.