

# Shakespeare Technical Category

## Basic Guidelines – Division A, B, and C

- A. Entries MUST be from one of the plays designated by DTASC.
- B. Stage description and dimensions are the designer's choice (and must be included and adhered to throughout the designs) but they must not exceed the DTASC standards of 18' high, 36' wide, 30' deep.
- C. Specified number and type of lighting instruments allowed in design:
  - Set up: 2 catwalks, 3 electrics, 2 trees
  - Instruments: 24 6" Ellipsoidals, 24 6" Fresnels (pronounced "fer-NELS"), 2 beam projectors, 4 strip lights, 1 spotlight, 6 gel scrollers, 2 image projectors
  - NOTE: No added instruments are allowed to connect to the accessories.
- D. Div C – four presenters to a team (maximum). Division A/B – six presenters to a team (maximum). Students may only participate on one presentation panel.
  - MANDATORY: At least one member from the design team MUST be on the presentation panel.**
- E. Any currently enrolled student at the school can participate in the creation and execution of the design.
- F. Technology – For the purposes of presentation, the use of latest theatre technology is encouraged. Entrant must bring own equipment. One television, a VCR, and a regular overhead projector will be available. Darkness of the room in which presentation takes place cannot be guaranteed.
- G. **MANDATORY:** Concept paper / Research Packet explaining choices. See attached guidelines.
- H. **MANDATORY:** Prepared oral presentation will not exceed eight (8) minutes in length. All presentations must include explanation of concept, choices, and materials. Judges will be allotted an approximate three (3) minute question and answer period following the presentation.
- I. **MANDATORY:** Signed form from coach declaring project was all student designed and produced. SEE ATTACHED FORM. Copy for EACH entry.

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## Specific requirements – Division A, B, and C

### Shakespeare Tech

Each panel must include designs for SET & LIGHTING and a Poster OR Flyer

**You MUST design Sets & Lights for three separate scenes; they could use the same set.**

Set Design and/or Set Model **MANDATORY FOR THIS CATEGORY**

#### A. Set Design

1. architectural ground plans for set
2. 1/2" scale **MANDATORY**
3. white paper only
4. artist rendering of set in color

#### B. Set Model

1. 1/2" scale **MANDATORY**
2. Any suitable material may be used
3. Maximum cost is \$75.00, receipts required. Cost does not include materials used for the presentational stage (black box).

#### C. Light plot **MANDATORY FOR THIS CATEGORY**

1. Using only designated available instruments, but not necessary to use all instruments: 2 catwalks, 3 electrics, 2 lighting trees, 24 6" Ellipsoidals, 24 6" Fresnels, 2 beam projectors, 4 strip lights, 1 spotlight, 6 gel scrollers, 2 image projectors.  
NOTE: No added instruments are allowed to connect to these accessories.
2. May use any colors
3. Sample gel colors may be included in presentation
4. May include instrument schedule

#### D. Poster OR Flyer **MANDATORY FOR THIS CATEGORY**

1. Create one poster or flyer advertising this play.
2. Do NOT use your real school name. (Make up one, or use Shakespeare as the school name.)

# DTASC Shakespeare Festival

## Costume Category – General Rules

Failure to adhere to the following will exclude students from a plaque or trophy, but entry will be evaluated by judges for critique sheets.

### ENTRIES

1. A maximum of four entries from each school is permitted (2 court / 2 character). Character entries are now single (i.e. Oberon and Titania are SEPARATE entries).
2. Div C – four presenters to a team (maximum). Division A/B – six presenters to a team (maximum). Students may only participate on one presentation panel.

**MANDATORY: At least one member from the design team MUST be on the presentation panel.**

### REQUIRED PAPERWORK

**MANDATORY:** The following paperwork must be carried by the presentation panel (do NOT send with the entry blank) and presented to the Technical Theatre Facilitator. Each presentation panel must have their OWN set of paperwork.

- A. Concept Paper / Research Packet
- B. Photocopy of receipts for all costs
- C. Costume entry information (See attached form.)

### COSTUME GUIDELINES

#### Construction

1. The costume MUST be made by the student(s) of the entering school. It may not be purchased or rented. Costumes may be made by a class but any costume(s) must be built under the supervision of a DTASC member.
2. The following should be used to enhance the costume and period authenticity of any entry. Cost will NOT be counted in the \$75 maximum.
  - A. Make-up/Hair
  - B. Undergarments
  - C. Accessories such as jewelry, hand props, weaponry, scepters, purses, and bracelets
  - D. Footwear (At ANY festival, footwear MUST be worn at all times by all participants.)
3. Headgear IS considered part of the costume and MUST be included in the \$75.00 maximum. Crowns and tiaras may be purchased or rented, but the judges must be informed of such purchase or rental.

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SHAKESPEARE COSTUME CATEGORY RULES, CONTINUED

**Spending Limit**

4. The total cost of the costume must not exceed \$75.00 per entry.  
**MANDATORY:** Sales slips and an itemized account of materials used  
MUST be attached to the Costume Entry Information.

NOTE: Donated/"Found" items **MUST** be included. Place, in writing, the current fair market value and where you received this information.

**Re-use of a Winning Costume**

5. A costume worn by a former winner may not be worn in any subsequent competition (Honorable Mention included). It may, however, be worn to represent a school in the Royal Pageant and Court within the quota of two court and two character entries per school. Submit no fees for him/her, and on the regular entry blank mark "NOT IN COMPETITION."

**JUDGING**

6. Each costume will be judged on the basis of design, workmanship, and authenticity. That said, entrants must recognize that the costume(s) will primarily be judged as a THEATRICAL creation.
7. Research is VERY important and entrants **MUST** come prepared to answer questions about the choices and time period of their design.
8. The entrants will be judged on the basis of poise, graciousness, regal bearing, and/or characterization.
9. Presentation of the winners will take place during the awards ceremony.

**PAGEANT**

10. The announcement of winners will take place during the Royal Pageant at the opening of the general awards assembly.
11. All costumes will participate in the Royal Pageant.

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SHAKESPEARE COSTUME CATEGORY RULES, CONTINUED

**LADY-IN-WAITING/GENTLEMAN-OF-THE-COURT**

**ENTRIES**

1. Each school may enter no more than two separate costumes in this category.
2. Court costumes may be English or from another European court during the life of Shakespeare.

**PRESENTATION**

3. Ladies-in-Waiting are asked to prepare a court curtsy (Gentlemen will prepare a formal bow), a stage cross, and a very brief address of up to 20 words. In this short presentation, each participant should attempt to follow the accepted court manner while displaying the costume.  
Examples of this type of address might be:  
“Your Royal Highness, I present myself, Wilma/William Glick, your humble servant.” — or — “Your Most Gracious Majesty, may I present myself as your loyal subject, Wilma/William Glick.”
4. Each entry is expected to be a member of the Royal Court and participate in the opening pageant for the presentation of awards.
5. The first place winner shall be named “Queen/King of the Pageant” and shall be responsible for opening the Pageant. (After the procession and the announcement of winners, s/he takes their place on the throne and exclaims, “Let the festivities begin!”) The second through fifth place winners shall assist in presenting the awards.

**SHAKESPEARE’S CHARACTERS**

**ENTRIES**

1. Characters may be taken from any of Shakespeare’s plays.
2. Each school may have no more than two separate costumes in this category.

**PRESENTATION**

3. Characters should prepare a very brief (not to exceed ten seconds) pantomime and/or spoken monologue, in character, which will display the costume(s).
4. Each entry is expected to be a member of the Royal Court and participate in the opening Pageant at the presentation of the awards.

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### Helpful Hints for Costume Event Entrants:

1. The judges will be concerned with:
  - A) research
  - B) fabric and color choices
  - C) appropriateness
  - D) workmanship
  - E) for Shakespeare's Characters, knowledge of the play
2. Research is VERY important (costume/art/history books). Entrants will be asked the reasons behind their choices.
3. It is the coach's responsibility to make sure:
  - A) all rules are followed
  - B) all paperwork is complete
  - C) all receipts are submitted (remember, many of our costume judges work in the field and are familiar with costs)
  - D) the value of all donated/found material has been estimated at the current fair market value for submission with receipts (See "Spending Limit," rule #4)
  - E) Shakespeare's Characters entrants have read the play(s) and are prepared to give evidence of this
  - F) Ladies-in-Waiting and Gentlemen-of-the-Court have researched the Age of Shakespeare as it relates to the courts of England and other European countries, and they are prepared to give evidence of this
  - G) creators and models are able to explain the reasons for their choices
  - H) all entrants have prepared the required introduction
4. Judges will be asked to share their thoughts on share sheets for each entrant.

**If you have any questions, email Bill Goldyn at [bgoldyn@aol.com](mailto:bgoldyn@aol.com)  
OR  
call Walt McDowell at Chatsworth High School [818-709-8437]**

# DTASC Shakespeare Festival

## SET/LIGHTS TECH CATEGORY

### STUDENT CHECKLIST

**We have followed these BASIC GUIDELINES:**

- Our entry is from one of the plays designated by DTASC.
- We have included a stage description and dimensions of our own choice (and have adhered to these throughout our designs) but have remained within the DTASC standards [18' x 36' x 30'].
- For C Division, we have no more than four presenters on our presentation panel.
- For A/B Division, we have no more than six presenters on our presentation panel.
- Each student is a participant on only one team.
- At least one person from the design team is on the presentation panel that goes to festival.
- We are bringing our own technical equipment such as computers. We understand that a TV, VCR and overhead projector will be supplied.
- We have prepared a concept paper/research packet explaining choices made in lighting *and* set design. We understand that this is a packet of information summarizing our research and choices and, thus, **may NOT be note cards nor in the form of an outline.**
- We have prepared and rehearsed an oral presentation, not to exceed eight (8) minutes, explaining the concept, choices and materials. We understand that the judges may be asking additional questions.
- We have thought about and rehearsed our answers to possible judges' questions.
- We have included a signed form from our coach declaring the project was all student designed/produced.
- We have included receipts for materials purchased. Donated/"found" materials have been itemized and estimated at the current fair market value and location of this information is included.
- We understand that failure to meet all mandatory requirements will result in disqualification.

**MANDATORY! WE HAVE INCLUDED DESIGNS FOR BOTH SETS & LIGHTING.**

**We have prepared a SET DESIGN and/or SET MODEL as follows:**

- Set design architectural ground plans for set are at 1/2" scale.
- White paper only, artist rendering of set in color
- Any suitable material may be used
- Maximum cost \$75.00, receipts required

**We have prepared a LIGHT PLOT as follows:**

We have used only designated available instruments — 2 catwalks, 3 electrics, 2 lighting trees; Instruments — 24 6" Ellipsoidals, 24 6" Fresnels, 2 beam projectors, 4 strip lights, 1 spotlight, 6 gel scrollers, and 2 image projectors. We understand that it is not necessary to use all of these instruments but we also cannot add any instruments to connect to the accessories. We understand that we may use any colors. We may have included sample gel colors in our presentation. We also may have included an instrument schedule.

**We have prepared a POSTER or FLYER as follows:**

- Advertises the selected play; does not include our real school name

# DTASC Shakespeare Festival

## COURT/CHARACTER COSTUME TECH CATEGORY

### STUDENT CHECKLIST

**We have followed these BASIC GUIDELINES:**

- Our entry is from one of the plays designated by DTASC.
- We have included a stage description and dimensions of our own choice (and have adhered to these throughout our designs) but have remained within the DTASC standards [18' x 36' x 30'].
- For C Division, we have no more than four presenters on our presentation panel.
- For A/B Division, we have no more than six presenters on our presentation panel.
- Each student is a participant on only one team.
- At least one person from the design team is on the presentation panel that goes to festival.
- We are bringing our own technical equipment such as computers. We understand that a TV, VCR and overhead projector will be supplied.
- We have prepared a concept paper/research packet explaining choices made in court/character costume design and execution. We understand that this is a packet of information summarizing our research and choices and, thus, **may NOT be note cards nor in the form of an outline.**
- We have prepared and rehearsed an oral presentation, not to exceed eight (8) minutes, explaining the concept, choices and materials. We understand that the judges may be asking additional questions.
- We have thought about and rehearsed our answers to possible judges' questions.
- We have included a signed form from our coach declaring the project was all student designed/produced.
- We have included receipts for materials purchased. Donated/"found" materials have been itemized and estimated at the current fair market value and location of this information is included.
- We understand that failure to meet all mandatory requirements will result in disqualification.

**MANDATORY: All of our costumes are entered as SEPARATE entries!**

**We have prepared a COURT COSTUME as follows:**

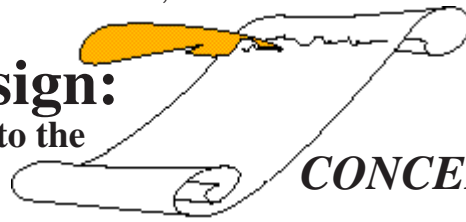
- We have completed the Costume Entry Information form.
- Costume is based on any European court from the Age of Shakespeare
- Model has prepared a brief address, curtsy/bow, and stage cross to fully display the use of the costume.
- Maximum cost \$75.00, receipts required

**We have prepared a CHARACTER COSTUME as follows:**

- We have completed the Costume Entry Information form.
- Costume is a character taken from one of Shakespeare's plays.
- Model has prepared a very brief (not to exceed ten seconds) pantomime and/or spoken monologue, in character, which will display the costume.
- Maximum cost \$75.00, receipts required.

# Lighting and Set Design:

a guide to the



## CONCEPT PAPER

I. **INTRODUCTION** Give a general description of the following in 5-8 sentences:

**A. Essential Play Information**

1. Title
2. Author
3. Genre (tragedy/comedy, etc.)
4. Historical period/cultural context
5. Settings and time passage
6. Style (romantic, etc.)

**CA Theatre Arts Standard**

**3.2 — Advanced Students**  
*design theatre pieces in specific theatrical styles including classic by such playwrights as Shakespeare.*

**B. Interpretation of Play**

1. Very brief plot summary - key conflict/resolution
2. Significant roles played by key characters
3. Dominant theme or message
4. Playwright's intent - How play reflects author's purpose

**C. Designers' intent** - Values of the play/playwright that the designers are committed to expressing through their designs

1. Mood, emotional tone, meanings
2. Stylistic and/or practical design goals

II. **BODY** State specific design choices and explain in more detail how they help to communicate the practical needs, as well as meanings emotions, and stylistic goals stated in the introduction. Choices in sets and lighting that you may wish to discuss are:

**A. Drawings/sketches/renderings/models/plots** (Explain in more detail how they support the play based on number and sequence of settings, time passage, script requirements, and authentic research)

**B. Practical choices** - cost, time, materials, ease of use, ease in staging

**C. Artistic choices** - color, texture, line, shape, composition, silhouette, balance, terminal accents, special effects

**D. Artistic license** -unique choices based on an artistic vision (visual metaphors)

III. **OPTIONAL**

**A. Special design problems** faced and how you resolved them

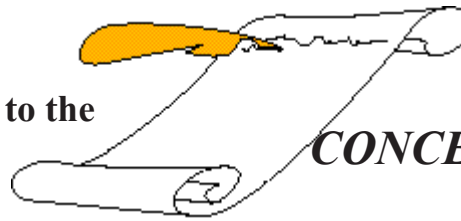
**B. Changes that you would make** a second time and why

**C. Your greatest successes/personal rewards** and why

IV. **CONCLUSION** Give a brief 1–2 sentence statement that reinforces the design intent in slightly different words — **how the designers have attempted to be truthful to the play and playwright**, as well as the designer's vision.

# Court Costume:

a guide to the



## CONCEPT PAPER

I. **INTRODUCTION** Give a general description of the following in 5-8 sentences:

**A. Essential Information**

1. Historical period/cultural context
2. Settings and time period
3. Style/Status of court costume

**CA Theatre Arts Standard**

**3.2 — Advanced Students**  
*design theatre pieces in specific theatrical styles including classic by such playwrights as Shakespeare.*

**B. Designers' intent** — Values that the designers are committed to expressing through their designs

1. Mood, emotional tone, meanings
2. Stylistic and/or practical design goals

II. **BODY** State specific design choices and explain in more detail how they help to communicate the practical needs, as well as meanings, emotions, and stylistic goals stated in the introduction. Choices in costumes/makeup that you may wish to discuss are:

- A. Overall explanation of costume** (Explain in more detail how it supports the role of a Lady-in-Waiting/Gentleman-of-the-Court, their actions, the time period, and authentic research)
- B. Practical choices** — cost, time, materials, ease of use, ease in staging
- C. Artistic choices** — color, texture, line, shape, composition, silhouette, balance, terminal accents, special effects
- D. Artistic license** —unique choices based on an artistic vision (visual metaphors)

III. **CONCLUSION** Give a brief 1-2 sentence statement that reinforces the design intent in slightly different **words** — **how the designers have attempted to be truthful to the time period and authenticity**, as well as the designer's vision.

IV. **OPTIONAL**

- A. Special design problems** faced and how you resolved them
- B. Changes that you would make** a second time and why
- C. Your greatest successes/personal rewards** and why

# Character Costume:

a guide to the



## CONCEPT PAPER

I. **INTRODUCTION** Give a general description of the following in 5-8 sentences:

**A. Essential Play Information**

1. Title
2. Author
3. Genre (tragedy/comedy, etc.)
4. Historical period/cultural context
5. Settings and time passage
6. Style (romantic, etc.)

**CA Theatre Arts Standard**

**3.2 — Advanced Students**  
*design theatre pieces in specific theatrical styles including classic by such playwrights as Shakespeare.*

**B. Interpretation of Play**

1. Very brief plot summary — key conflict/resolution
2. Significant role played by this character
3. Dominant theme or message
4. Playwright's intent — How play reflects author's purpose

**C. Designers' intent** — Values of the play/playwright that the designers are committed to expressing through their designs

1. Mood, emotional tone, meanings
2. Stylistic and/or practical design goals

II. **BODY** State specific design choices and explain in more detail how they help to communicate the practical needs, as well as meanings, emotions, and stylistic goals stated in the introduction. Choices in costume that you may wish to discuss are:

**A. Drawings/sketches/renderings/models** (Explain in more detail how it

supports the play based on the character, their actions, the time period, script requirements, and authentic research)

**B. Practical choices** — cost, time, materials, ease of use, ease in staging

**C. Artistic choices** — color, texture, line, shape, composition, silhouette, balance, terminal accents, special effects

**D. Artistic license** —unique choices based on an artistic vision (visual metaphors)

III. **CONCLUSION** Give a brief 1-2 sentence statement that reinforces the design intent in slightly different **words** — **how the designers have attempted to be truthful to the play and playwright**, as well as the designer's vision.

IV. **OPTIONAL**

**A. Special design problems** faced and how you resolved them

**B. Changes that you would make** a second time and why

**C. Your greatest successes/personal rewards** and why