

2013- 2014

Fayette County Schools

Elementary Recitation Festival Guidelines



Revised May, 2013

Fayette County Public Schools K-5 Poetry Recitation Festivals Event Information

- **K-5 System Level Recitation Festivals – LEC Media Center – Bldg A**
 - Monday, December 9, 2013 – Kindergarten (3:30 p.m.) - First Grade (4:30 p.m.)
 - Tuesday, December 10, 2013 – Second Grade (3:30 p.m.) - Third Grade (4:30 p.m.)
 - Wednesday, December 11, 2013 – Fourth Grade (3:30 p.m.)
 - Thursday, December 12, 2013 – Fifth Grade (3:30 p.m.)

- **Grade 6, 7, and 8 Recitation Festival – LEC Media Center – Bldg A**
 - Thursday, December 12, 2013 – Middle School (5:30 p.m.)

- **RESA Literacy Days Celebrations - www.griffinresa.net**
 - Tuesday, February 4, 2014 - K-2
 - Wednesday, February 5, 2014 - 3-5
 - Thursday, February 6, 2014 - 6-8

Guidelines for the Recitation Festival

Selection of Recitation Piece

Poems selected for presentation must be published poems that possess historical, cultural, or aesthetic value. Since poems must also be grade level appropriate, students should be assisted in their selection of a poem for recitation. *System level presenters will be asked to produce the text or website from which the poem was taken.* Other considerations include:

- Each selection must have been originally published as a poem - not as prose. It cannot be a speech, introduction to a novel, part of a religious or historical document or excerpt from a drama.
- Lyrics from an original musical composition are not eligible.
- Recitation of a portion of a longer poem is not allowed. No lines or stanzas may be struck from an original piece. (*The poet wrote eight stanzas, so eight stanzas must be recited.*)
- No words may be changed within, deleted from, or added to an original piece. (*The poet chose very specific words, so those words must be recited. This includes the title of the poem.*)

Serious consideration should be given to balancing the difficulty of a piece with the potential for accuracy and effective interpretation in the selection of any poem. Scoring the accuracy of a recitation is determined using the difficulty of the piece as a major consideration. Carefully review the *Recitation Judging Scale for 2013-2014* on page 4 of this packet for an understanding of how the *Difficulty of Piece* score will now influence the *Memory/Accuracy* score.

Presentation

Schools must hold classroom and grade level competitions to select their representatives to the system level recitation festivals. System level presenters must be a product of school level competitions which offer all students equal opportunity to participate. This process assures that every presenter has had comparable opportunities to compete prior to system level events. School representatives should practice performing on a stage without a sound system prior to the system-level contest. There will be no microphone at the county or RESA level competitions.

This event focuses on the *recitation* - not a dramatic re-enactment or interpretation – of a piece of poetry. Props and costumes are not allowed, and gestures should be used with restraint. Use of dialects is not recommended unless the dialect is integral to the interpretation of the poem and the presenter can sustain the dialect throughout the poem with accuracy of articulation.

Recitation Festival Suggestions

The secret to the effective recitation of a poem is practice. Patience and perseverance will overcome the difficulty of memorization and presentation. Practice before different audiences to gain confidence and fluency. Practice without notes as soon as possible. Practice slow delivery and natural movements so that the audience can take the meaning of the words into their hearts and minds.

■ Stage Presence

- ◆ Smile.
- ◆ Let your eyes range over the entire audience from front to back and side to side.
- ◆ Speak to the back of the room.
- ◆ Let your voice naturally lift and drop with the cadence of the text.

■ Articulation

- ◆ Quality – Tone of voice reveals your feelings about your poem.
- ◆ Pitch - Questions and statements require different voice pitch; your voice, gliding up and down adds color and feeling to the recitation.
- ◆ Force – Intensity of your voice – let your volume match the mood of the text.
- ◆ Rate – Vary the rate of recitation with the mood of the text.
- ◆ Phrasing – Group words into meaningful phrases so that thoughts and images of the poet are best expressed to the audience.

■ Interpretation

- ◆ With practice, the meaning of the selection determines what should be emphasized. Develop your own techniques of voice and body that convey what the poem means to you – your own interpretation of what the poet was trying to convey.
- ◆ Think of your own experiences and use them to communicate what the poem means to you.

■ Memory/Accuracy

- ◆ Recite accurately so that the poet's message is clearly conveyed to the listener.
- ◆ Practice with a qualified listener; record your recitations to check for accuracy and strengths and weaknesses.

■ Style

- ◆ Your natural style will develop with practice. With the confidence that fluency and accuracy bring, you will develop your own, unique winning style.

Recitation Judging Scale for 2013-2014

		1	2	3	4	TOTAL
A. Stage Presence	(1)	No eye contact	Eye contact with some people	Eye contact with selected audience	Eye contact with all segments of audience	
	(2)	Overly dramatic body language or no gestures	Little body language	Some natural body language and gestures	Natural, effective body language and gestures	
B. Articulation		Unclear; Inappropriate volume	Somewhat clear; Voice non-distinct or loud	Clear voice; Volume generally appropriate	Clear Voice; Appropriate volume and always heard	
C. Interpretation	(1)	Monotone or sing-song	No monotone but little awareness of impact of words	Effective inflection with an attempt to emphasize appropriately	Effective inflection with appropriate emphasis	
	(2)	No interpretation	No awareness of meaning or thought patterns	Some awareness of meaning and thought patterns	Effective interpretation and awareness of thought patterns	
D. Difficulty of Piece (DoP)*		Easy vocabulary, themes, length	Average vocabulary, themes, length	Above average vocabulary, themes, length	Challenging vocabulary, themes, length	
E. Memory/ Accuracy		DoP 1-2* - Several errors or prompting required	DoP 1-2* - Minimal or minor errors	DoP 1-2* - No errors	DoP 3-4* - No errors or minimal or minor errors	
			DoP 3-4* - Numerous errors	DoP 3-4* - Several errors or prompting required		
F. Movement of Feet		Constant movement of feet	Some movement of feet	Minimal movement of feet	Feet planted firmly on the floor	
GRAND TOTAL						<u> </u> /32

Judge's Signature: _____

Judges should be given a copy of the piece to be presented. To help handle tied scores, judges may award extra points for:

	1	2	3	4
A. Fluency				
B. Gestures				
C. Expression				
Total:				

Timer's Notes: **Time:** _____ **Penalty:** _____ **Disqualification:** _____

Grades K-2: 5 minutes or less.

Grades 3-5: 6 minutes or less. **Penalty:** 3 points per judge for exceeding 6 minute time limit. **Disqualification:** 7.00+ minutes.

Grades 6-8: 7 minutes or less. **Penalty:** 3 points per judge for exceeding 7 minute time limit.

Disqualification: 8.00+ minutes.