Need to see some sample reviews? Check out:

<http://www.nytimes.com/theater/shows/all-reviews.html>

A review is an evaluation of a performance of a play. It should contain **five paragraphs** and a “click bait” headline. (Do not name it *Chicago.)*

**Paragraph 1 - The Basics**

Introduce the name of the play, author, place of performance, date of performance, production company and director. In a few sentences give a very general plot and the basic theme

**Paragraph 2 - The Acting/Singing & Dancing**

React to the performers playing the characters in the play.

* Be sure to use their names.
* Were they believable: true to the play, the production, the theatrical conditions?
* Voice (speaking): volume, tempo, vocal quality, interpretation, articulation?
* Voice (singing): volume, pitch, vocal quality, diction, intonation?
* Body: Were the gestures, movement, and business suitable to the characters?
* Emotions: Were reactions true? Climaxes achieved in the play by characters?
* Relationships: Was there teamwork? Proper relationships by characters?
* Dancing: How was the execution of the dance moves?

**Paragraph 3 - The Directing, Musical Directing, Choreographing**

* **Directing:** Did you like the concept of the play? The director's choice of tempo for the play? Did the stage composition (blocking) seem logical for the characters? Was the play unified? Transitions?
* **Musical Directing: (if applicable)** Did you like the musical qualities of the show (singing and accompaniment)?
* **Choreographing: (if applicable)** Did the dancing suit the style of the music and show? Did the choreographer work within the capabilities of the performers?

**Paragraph 4 - The Design**

* **Set:** Did it establish the correct mood and background for the play? How were transitions?
* **Lights:** Did they convey the proper mood, emphasis, and illumination?
* **Costumes & Make Up:** Were they true to the period of the show? To the Characters?
* **Sound:** How did the sound effects and music contribute to the show's mood?

**Paragraph 5 - The Reaction**

Was the audience attentive? Interested? Did the audience respond at the proper times with the proper emotions? (if there was no audience, did you feel attentive, interested, etc.) What was your opinion of the play as a whole? What is your recommendation to the reader?

**DO:**

1. Backup all your opinions with valid **reasons/examples**.
2. Be objective and fair.
3. Evaluate the entire production.
4. Be constructive. Indicate good points along with those you felt needed improvement.
5. Be sincere. Believe what you say.

**DON'T:**

1. Don’t use 1st person. (I, me, my, we, us)
2. Don't be constantly negative.
3. Don't be overly critical. Approach a performance with an attitude of enjoying it.
4. Don't be arrogant. Be humble, kind, and understanding of the difficulty of performing.

**Maximum Length: 2 pages, double-spaced, MLA formatted, Times New Roman, 12 pt. font.**

**Rubric for Theatre Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Level 1-2 | Level 3  | Level 4 | Level 5 |
| **Opinion****(T/I)** | Contains no opinion. | Contains some opinion, but writer uses the word “I” and does not back up opinion. | Contains opinion without using the word “I” and opinions are sometimes backed up. | Contains opinion skillfully blended with facts or information.    |
| **Content***Click-bait Headline**Introduction* *Main Body**Conclusion***(K/U)** | The review is not very informative and does not contain enough information to help the reader make an informative decision about attending the production.  | The review is somewhat informative but does not contain enough information to help the reader make an informative decision about attending the production. | The review is informative and helps the reader make an informative decision about attending the production. | The review is informative and detailed. The review definitely helps the reader make an informative decision about attending the production. |
| **Writing Conventions***Spelling. grammar, structure***(COMM.)** | Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. | The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. | The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. | The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. |

Comments: