

## **GUIDELINES FOR FARRAGO SPEECH**

### **Purpose of the Category:**

To develop skill in identifying, selecting, combining and presenting quality literature from a variety of genre which addresses a specific theme or emotion.

### **Definition of the category**

The challenge of "Farrago" is to select material from a variety of literary genre (poetry, short stories, speeches, essays, drama, novels) which addresses a central specific theme or emotion and to interpret the material through oral presentation. Quality material is required. Quality material provides insight into human values, motivations, relationships, problems, and understandings and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations. The student is to include introductory and transitional material to establish and maintain coherence of development.

### **Rules:**

1. The reader should choose material from no fewer than three literary genre which have a common theme or emotion.
2. An introduction and transitions between the pieces of literature are required. They are to be memorized or given extemporaneously without the use of notes.
3. The selections are to be read from a manuscript that is mounted on card stock or construction paper.
4. Costumes, props, music, or other audio-visual supports may not be used. Vocal music, if used, must be incidental and consist of no more than thirty (30) seconds total, after which there will be a one point deduction.
5. Maximum time limit: 10 minutes. A 15 second grace period is allowed, after which one point will be deducted from that evaluation item dealing with rate.

### **Criteria for Evaluation:**

1. The extent to which the introduction and transitions provided the listener with appropriate unifying information.
2. The extent to which the chosen material demonstrated quality.
3. The extent to which the reader indicated an intellectual, emotional and sensory understanding of the material presented.
4. The extent to which the reader's vocal interpretation projected the imagery of the material, including such items as rhythm, cadence, diction and phrasing, as well as the use of effective pauses, volume, rate and pitch.
5. The extent to which the reader's physical presence was appropriate to the individual selections, including such items as eye contact, facial expression, gestures and bodily movement.

## FARRAGO EVALUATION SHEET

Maximum Time: 8-10 Minutes

Time \_\_\_\_\_

Name (or Code) \_\_\_\_\_

Topic/Title \_\_\_\_\_

Circle the number representing your response to the question - 1. WEAK 2. FAIR 3. GOOD 4. VERY GOOD 5. EXCELLENT

USE THE SPACES BELOW TO EXPLAIN YOUR RATING AND TO PROVIDE SUGGESTIONS FOR IMPROVEMENT.

1. To what extent did the introduction and transitions provide the listener with appropriate unifying information? **1 2 3 4 5**

2. To what extent did the chosen material demonstrate quality? **1 2 3 4 5**

3. To what extent did the reader indicate an intellectual, emotional and sensory understanding of the material presented? **1 2 3 4 5**

4. To what extent did the reader's vocal interpretation project the imagery of the material, including such items as rhythm, cadence, diction, and phrasing, as well as the use of effective pauses, volume, rate and pitch? **1 2 3 4 5**

5. To what extent was the reader's physical presence appropriate to the individual selections, including such items as eye contact, facial expression, gestures and bodily movement? **1 2 3 4 5**

Going Over Time (-1) \_\_\_\_\_

Total Points \_\_\_\_\_ X 2 = \_\_\_\_\_

Advanced Speech  
Davies/Ducett