

Kingdom of Trimaris
Noyce Documentation Form
Performance Entry

ID #: _____ Name: _____

Category: _____ Division: _____

Title of Entry : _____

Country or region item is from in period: _____

Time period of item (within 50 years): _____

Intended setting of item (i.e., court, nobility, merchant class, peasant, farmer, sailor, etc): _____

Source of Inspiration (Describe source of inspiration here and attach a photocopy, photograph, computer printout or other appropriate format to this page.): _____

List the elements you used in the project: _____

Briefly explain why you chose those elements: _____

List the tools or resources you used in creating this project: _____

INSTRUCTIONS

For

Novice Documentation Form – Static Entry

****NOTE – if you run out of space for any answers on the Documentation Form you can continue the answer on the back of the page or on an attached page. Be sure that you staple all your pages together when you are finished so that none of your pages get lost!**

ID #: This is the same ID # you use on your registration form.

Category & Division: Look through the list of Categories and Divisions. Divisions are the sub-groups within a Category. Pick the closest appropriate Division for your entry. For example, a woman’s dress from the year 1150 CE falls in “Costuming: 1000 – 1300 CE”, so that is the Division. All of the Costuming Divisions fall under the Category “Textile Arts”, so that is the Category. If you aren’t sure where to place your item, take your best guess.

If you still aren’t sure, or there isn’t a Division that seems appropriate, contact the Kingdom Minister of Arts and Sciences. S/he will either find the appropriate Division and Category for you, or a Division will be created for you. The current list of Categories and Divisions isn’t meant to restrict the kinds of items that are made and entered into Art/Sci. The current Categories and Divisions simply reflect the kinds of items entered in the past, not what you are “allowed” to enter into Art/Sci.

Entries are assigned to Categories and Divisions in order to schedule judging times and to help ensure that all entries have the panel of judges who are best qualified to evaluate the project.

Title of Entry: The purpose of the title is to guide your panel of judges as they prepare to evaluate your work. The title doesn’t need to be anything fancy; just describe what your item is. If you are performing a portion of a play, a musical composition, reciting a poem or doing any other type of performance based on a written work intended for performance, your title is the title (with author or composer) of the piece you are performing. For example: “Act II, Scene V of ‘Romeo and Juliet’ by William Shakespeare”, “Kyrie from Missa O Rex gloriae by Giovanni Peirluigi da Palestrina” “Sumer is icumen in attributed to John of Fornsete, c. 1226”, or “The Passionate Shepherd to His Love by Christopher Marlowe and The Nymph’s Reply to the Shepherd by Sir Walter Raleigh”. If you have additional title information available you can include that too – ““Kyrie from Missa O Rex gloriae by Giovanni Peirluigi da Palestrina; originally published in Missarum liber duodecimus 74. Quatuor vocibus, pub. Venice 1601”.

If your performance is not something based directly on a written period source intended for performance, tell us what you are doing and what your source is. For example, “Demonstration of 5 long sword techniques and their use in combat as described by Hans Talhoffer in Zweiter Gotaher Codex, published in 1467”.

If you’ve written your own performance piece based on a period example, the title would be: “”Title of Your Song/Poem/Play/Etc” written in the style of (state period example or author)”.

If your performance is created by following a set of period instructions or a modern adaptation of period instructions, your title would be: “(Performance) from (source)”. For example, ““Il Bianco Fiore’ from Cesare Negri’s Le Gratie d’Amore/Nuove Inventioni Di Balli published 1602/1604”.

If your performance has been adapted for use in the SCA, state that in the title. There are a lot of adaptations that we make for things we use in the SCA. Armor and weapons (for heavy weapons, light weapons, equestrian activities, etc), for example, have to meet SCA safety rules. “Adaptation of long sword techniques from Hand Talhoffer’s Zweiter Gotaher Codex for SCA legal Light/Heavy Weapons Combat” is a good title for an SCA sport related entry.

Country or region item is from in period: Where in the world is your item from? What culture is it from? People weren’t as well traveled in the middle ages and renaissance as they are now. Very few things

from SCA period can really be described accurately as “European”, “Asian” or “Middle Eastern”. Styles of poetry, music, dance, court entertainment, plays and even combat differed from one country or culture to another. A poem written in 10th century style could be Norse, Anglo-Saxon, French, Persian, Chinese or any of a hundred or more cultural or regional styles. Sometimes you’ll even find people in one country or culture making imitations of styles from other countries or cultures.

Quite often in the SCA we do things that are modeled on a lot of different examples that might not all be from the same place. Again, be as specific as you are able to be. If you used Italian, French and Spanish dance steps to create a new period style dance you can say “dance steps from Italy, France & Spain”. If you used examples from all over Western Europe, you could list where all your examples came from or you could simply say “dance steps from across Western Europe”.

Time period of item (within 50 years): When is your item from? If you’ve based your entry on a specific period example, give the date attributed to that example (for example, 1492 CE). If you’ve based your entry on several period examples or a particular period style you can give a more general range (for example, 1430-1450 CE or late 13th century).

When referring to centuries, the *years* of the century are referred to by the following *number*. This is commonly misunderstood. The years from the death of Christ (the year 0) to the year 100 are called the 1st century. The start date for the SCA is the year 600 AD (also called CE, or Common Era), so the century from 600-700 is the 7th century. The years from 900-1000 CE are called the 10th Century. The years from 1500-1600 are called the 16th century.

“Early” generally means the first 50 years of a century, so “early 16th century” means 1501-1550. “Late” generally means the last 50 years of a century, so “late 16th century” means 1551-1600. You can be more specific by referring to quarters: “first quarter of the 14th century” means 1300-1325 CE, “second quarter of the 14th century” means 1325-1350 CE, “third quarter of the 14th century” means 1350-1375 CE, and “fourth quarter of the 14th century” means 1375-1400 CE. Sometimes you will also find a reference to the first or last decade of a century. A “decade” is 10 years, so “the first decade of the 14th century” is 1300-1310 CE and “the last decade of the 14th century” is 1390-1400 CE.

Intended setting of item (i.e., court, nobility, merchant class, peasant, farmer, sailor, etc): Who would (or will be) performing? Who would have been watching the performance in period? Who performed or watched the period examples your performance is based on? In what context was it or will it be performed? Is this part of a mass sung in church or a secular song sung to woo a lover? Is this a dance done by the nobles at court or peasants in the village?

Source of Inspiration (Describe source of inspiration and attach a photocopy, photograph, computer printout or other appropriate format to this page): What inspired you to create this performance? There is no right or wrong answer for this question. Knowing what inspired you helps your panel of judges know what you were aiming for with your project. It also helps them figure out what kind of information will be most useful to you for future projects. It’s not always possible to provide a photocopy someone singing a beautiful song, but you could describe the performance and provide a copy of the sheet music you learned the song from. If you are demonstrating combat techniques or performing a dance, include photocopies of all the illustrations and/or instructions provided in your source. For a play, provide a copy of the scene you are performing. All period examples should have show the date of the original. If you print out an enlarged photo from a website that does not include the date, also print out the main page with the date of the item. Some examples of possible answers are below:

Example: “I was inspired by a recording I heard of a 15th century choral piece that was used in a tv show (state name of show!). I went to the show’s website and learned that the piece was “Ave Maria... virgo serena” by Josquin des Prez (c.1440-1521). I looked online and found several .pdf files of the sheet music for this piece. I printed out music from the site provided by (site author and url to the site). I got some friends together and we learned the piece.” [w/copy of the sheet music attached]

List the elements you used in the project: What are all the elements or components of the performance? For a performance of vocal music you might list your sheet music, professional recording to listen to (give the title of the album/CD and performer), and all the voice parts and who is singing each part. If you looked in any books for information about the piece you are performing or how music was performed at the time this piece was written you would mention that here as well. Are you using any props, instruments or weapons?

Briefly explain why you chose those elements: Are you using an SCA legal heavy weapons long sword to demonstrate long sword techniques instead of the real long sword shown in the drawings? Are you using plastic recorders instead of hand crafted wooden ones? Are you using a guitar instead of a lute? Are you soprano singers adult women instead of young boys? Did you learn your piece from modern sheet music? Why? It's okay to say that you wanted to be able to apply what you learned to your SCA combat, that you can't afford an expensive recorder, don't know how to play the lute, don't have a choir of boy sopranos available to you or don't know how to read period music notation. Just tell us why you chose the elements you used.

List any new techniques you learned in creating this performance: Did you have to learn several new dance steps? Did you have to learn to sing without vibrato? Did you have to learn how to keep in tune with other singers or instrumentalists? Did you learn how to play a new instrument? How did you learn these new techniques?

Describe how you created this item: What did you do? List all the steps you went through. For example, if you made a pewter pendant you might say: "First I found several examples of cast pewter pendants and chose one I liked. Then I sketched the pendant on my piece of cuttlebone and carved the mold. Once the mold was finished I melted down the pewter over a butane burner and dipped the liquid pewter into the mold with an old steel spoon. When it was cool I broke the mold apart to get the pendant out and filed off the funky bits to clean it up. Then I strung it on a silk cord." Telling the panel of judges how you made your entry allows them to see what steps you might have missed that would improve your project, what steps or methods didn't work well, and how you got your finished result. This means that they can suggest steps and/or methods that might work better, or give you tips on how to make some steps easier or more accurate.

List all the sources you consulted in creating this project (including books, journal or magazine articles, class handouts, web sites, photographs, etc): Where did you get your information for this project? If some of your information came from talking to someone you consider knowledgeable you should list them (i.e., "conversations with Master So-and-so"). If some of your information came from emails exchanged with someone you consider knowledgeable you should list those as well (i.e., "emails exchanged with Mistress Whosit"). List all the sources you consulted for inspiration or for information or advice on making the item. This allows your panel of judges to know what sources you have seen and what sources you haven't seen. It's very likely that there are a lot of very good sources available that you haven't found yet. It's possible that some of the sources you looked at aren't considered "good" sources – your panel of judges can tell you which sources aren't "good" and why, as well as which ones are "good". If there's an expert in your art or craft in the kingdom that you haven't talked to your judges can get you into contact with them.

Do you have any questions about this project or future, similar, projects that you would like the panel of judges to answer for you?: This is your opportunity to ask specific questions and make sure those questions are answered. Even if you are present for the judging of your item, it's not uncommon for entrants in Art/Sci to get nervous or caught up in moment and forget to ask the questions that they really wanted to have answered. The judges may answer your questions in the process of evaluating your item, but they might not. Writing down your questions ensures that your Art/Sci experience is as informative and useful as it can be.

You may have noticed that all of the questions on the Documentation Form help guide your panel of judges to give you the best feedback that they can. You aren't asked to provide these answers in your documentation because the judges are nosy, or because they are looking for reasons to criticize you or your work. Good documentation, at every level of entry, lets the judges know what you know about your art or craft, what you do well, and what help and advice might be most useful to you.