

CAPPIES WRITING WORKSHOP

OFFICE HOURS WEDNESDAY IN

223

A decorative border of watercolor-style flowers in various colors (pink, purple, blue, green, yellow) surrounds the central text. The flowers are scattered around the edges of the page, with some larger blooms and many smaller ones and buds. The background is a textured, brownish paper.

WELCOME!!

Thank you for your interest in
Cappies! We're so glad that
you're here!

CONTENTS

Learning the four-steps to writing a critique, and its structure.

Showing the application video you will be critiquing

Q & A



A Note About AI...

- Artificial Intelligence should NOT be used to write or draft critiques.
- AI's writing style and robotic tone does not suit Cappies critiques, which normally include artistic and creative descriptions.
- HOWEVER, it is a valid tool for spelling or grammatical fixes.
- All AI use must adhere to University High School's Responsible Use Policy.





Formatting

Formatting Will NOT Impact our Judgement of your critique.

IF POSSIBLE:

- Single-Spaced
- Breaks between each paragraph
- No Indentation

IMPORTANT:

- Do NOT write your name! We read critiques blind!
- Write your Long ID at the top

Example Hooks/Summaries

1) Rhetorical Question

- a) There's a stranger in tiny River City, Iowa. He goes by the name Professor Hill, he's a music aficionado, and he plans to develop a boys' band right there in town. But how much of the schpiel is true, and how much is simply part of the salesman's scam? **(Emi Nishida)**

2) A moment....

- a) In Tesoro High School's "The Diviners," a young, barefoot boy walks on stage bathed in a soft, cool light, a forked stick in his hands. The crowd around him waits with bated breath until he finally finds what he was looking for: water. **(Sheridan Mapstone)**
- b) In the corner, a girl sobs. A man lies center stage, shoulders heaving, utterly beaten. A horde of townspeople stand in the back, stricken and horrified. Suddenly, the tense silence is broken by a quiet hymn. **(Audrey Mitchell)**

3) Mandatory introduction information (School, summary of talent)

Example First Paragraph

Brimming with elaborate tap dances, spontaneous plot twists, and, strangely enough, weddings, **Mission Viejo High School** presents a buoyant production sharing the bliss of musical theatre through captivating actors and technical elements.

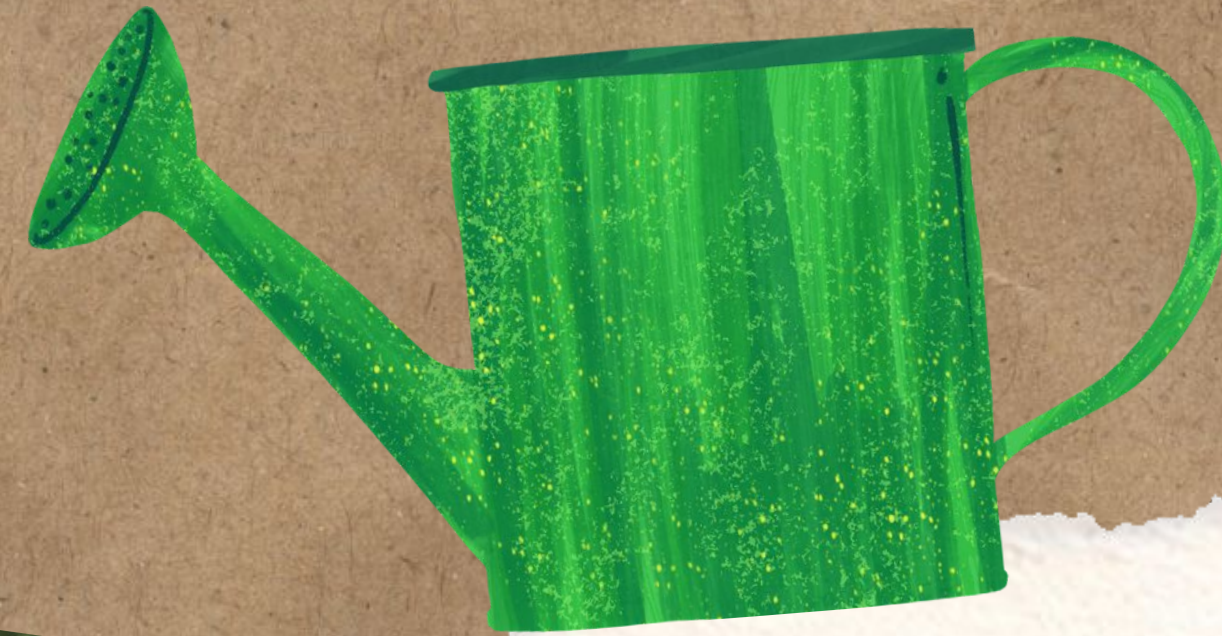
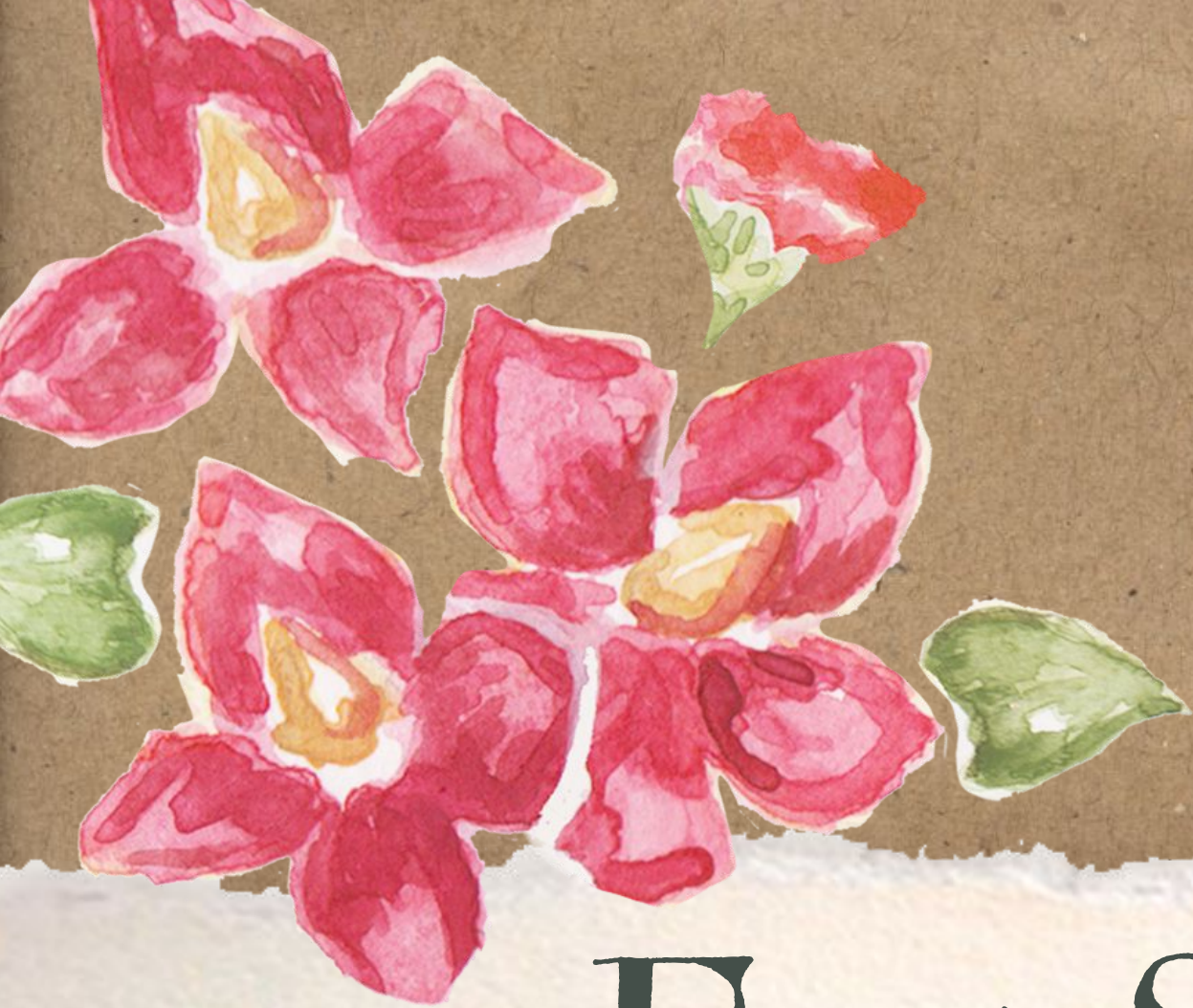
Anything Goes follows stowaway Billy Crocker on a cruise ship in the 1920s as he finds himself in a whirlwind of heartbreak - contrarily garnished with spirited personalities and hilarious moments - as he attempts to pursue engaged Hope Harcourt, in seemingly hopeless circumstances.



Critique Structure

I. Overall Review

- a. Incorporate the 4 step process throughout 4-6 body paragraphs
- b. Recommended: Write about 2 technical elements, 3 actors (one short paragraph for each actor/element)
- c. One-Sentence Conclusion Paragraph
- d. 350-400 word limit
- e. Written in third person
- f. Examples available on the Unitheatrearts.org website



Four-Step Writing Process

01

Describe

Create a visual description of the moment.

02

Analyze

Use relevant vocabulary to specify what choices were made in this scene.

03

Interpret

Think about why a production element, acting choice, etc. was used.

04

Judge

Consider the effectiveness of the technical element, acting choice, etc.



DESCRIBE

1. What do you see?
2. Acting & Tech
 - a. Singing, acting, dancing
 - b. 9 technical production values: sets/scenery, props/SFX, running crew, hair/makeup, costumes, marketing & pub, lighting, sound, stage management




DESCRIBE



1. Be specific! The reader should be able to imagine the scene from your description.
 - a. How does the actor move, walk, and express themselves? How are lights and color used onstage?



Description Example



In “Goodbye Little Dream, Goodbye”, Hope Harcourt (Hannah Stonebarger)’s singing is convincingly vulnerable, its high tones drifting lamentably to characterize her inner dread upon realizing she cannot marry Billy Crocker; Stonebarger wraps her arms around Billy’s hat, swaying faintly from one foot to the other. Illuminated by darker pink light to contrast her previous rosy glow, Stonebarger drops her arms to her side with a small exhale, a faraway stare flooding her eyes.



ANALYZE

- What specifically was used in the moment you are describing?
- Relevant, familiar vocabulary: gestures, expressions, spotlights, costume or makeup-related vocabulary, etc
- Example:

Grayce Burke's design features cleverly placed **spotlights** from which comforting golden light spills across the stage floor.



INTERPRET

- Why was this choice made?
- How does this choice contribute to the character or the story?
- Everything is intentional



Interpret Example

In “Goodbye Little Dream, Goodbye”, Hope Harcourt (Hannah Stonebarger)’s singing is convincingly vulnerable, its high tones drifting lamentably to characterize her inner dread upon realizing she cannot marry Billy Crocker; Stonebarger wraps her arms around Billy’s hat, swaying faintly from one foot to the other. Illuminated by darker pink light to contrast her previous rosy glow, Stonebarger drops her arms to her side with a small exhale, a faraway stare flooding her eyes.






JUDGE



- How effective was the choice?
- Use adjectives throughout your article to share your own opinion on the choice.
- Was an actor's voice charismatic, or did it make it difficult to understand? Were the costumes cohesive or did they feel mismatched? Reflect whether a choice supported the story or design of a show.



Judge Example



Emma Molina as The Chaperone **skillfully** devises a **hilariously** pompous character paralleling her **unforgettable** singing; Molina rolls her eyes and disdainfully agrees with other characters, forcing them away with a brisk turn and dismissive flutter of the hand.



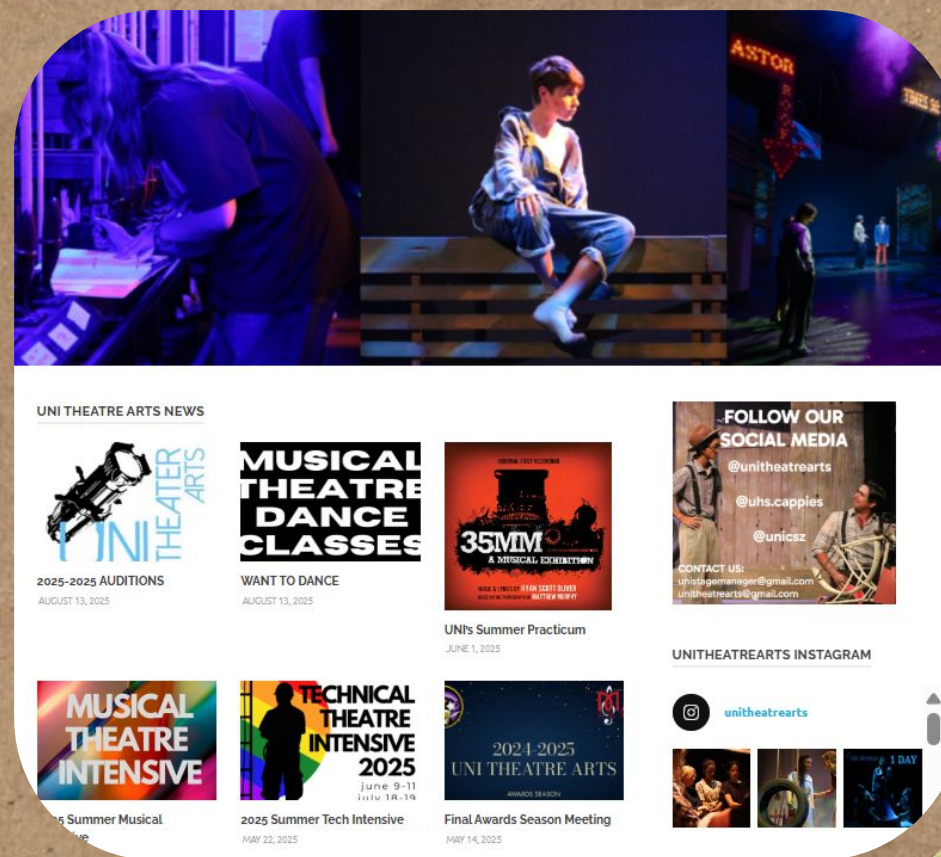


Critique Structure

1. Catchy title
 - a. Less than 10 words
 - b. Puns, alliterations, references to the show
 - c. Include show's title and school name
 - d. Whodunnit? No Mystery that Costa Mesa's "Clue" is Killer
2. First Paragraph - CREATIVITY OK
 - a. Optional Hook - Describing a moment, rhetorical question, summary
 - b. Basic Summary: 2-3 sentences, Sometimes Combined With Hook
 - i. Only necessary context! No spoilers
 - c. Either in the hook, summary, or a sentence afterward mention the school's name, production name, and type of production (musical or play)

Uni Theatre Arts Website

Find our google form to apply, critique examples, and this slideshow!



OC Cappies Website

Find the #1 Review from each show last year on the OC
Cappies Website.

<https://www.occappies.com/reviews-24-25>

Reviews for 24-25 Cappies Season

The Cappie Critics who attended a show write a review and submit it via the Cappies Information System (CIS). The editor and discussion teacher/mentors read all the reviews (which are submitted anonymously through the system) and choose the TOP 3 reviews based on the Cappie guidelines. Critics receive points for the reviews. The #1 review is posted on this website and the #2 and #3 reviews are posted on FaceBook/Instagram. Reviews are posted the week following the production.

Show

School

Date/Time

Puffs

Portola

Oct. 10 @ 7pm

Little Women

Santa Margarita Catholic

Oct. 16 @ 7pm

The Lightning Thief

Los Alamitos

Oct. 18 @ 7pm

Treasure Island

Irvine

Oct. 19 @ 1pm

The Great Gatsby

St. Margaret's Episcopal

Oct. 24 @ 7pm

Animal Farm

San Juan Hills

Oct. 25 @ 7pm

Peter and the Starcatcher

Corona del Mar

Oct. 26 @ 7pm



Cappies Application Form



24-25 CRITIC APPLICATION

This is the Application form for the UHS 2024-2025 Cappies Critics Team.

Because Google Forms can time out, we highly suggest using a Google Doc to type your answers thoughtfully, and then copy and paste the information into this form.

Access the Cappies Interest Meeting and Writing Workshop slides [here](#) !

Remember to upload your critique by Wednesday August 28th at Midnight and check your email for the Team List on Saturday August 31st.

Application Video

Apply with a Cappies critique based on the following video:



The image features a watercolor illustration of green leaves and stems, positioned on the left and right sides of a textured, brown background. The leaves are rendered in various shades of green, with some showing darker spots and veins. The stems are thin and dark green. The overall style is soft and artistic.

ANY
QUESTIONS?

A decorative border of watercolor-style flowers in various colors (pink, purple, blue, green, yellow) surrounds the central text. The background is a textured, brownish paper.

Contact Information

- Applications due Friday before lunch
 - Email us with any questions!
 - reininazhangca@gmail.com
 - grayce.aileen.burke@gmail.com
 - ranaebettger@iusd.org



Application Form!!!

(This form and the whole slideshow will be on the website.)



**THANK
YOU!**