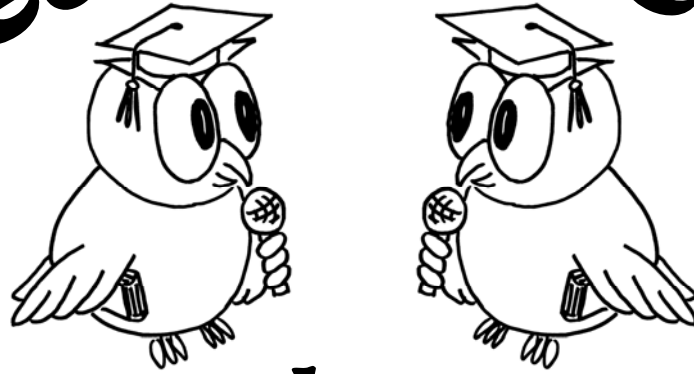


**Head to Head**



**Let's Go!**

# **Emcee Information**

## **Stage Performance Emcee:**

- Obtain a copy of the Combined Performance Roster and introduction materials from the host coordinator.
- Verify any last minute changes in the rosters with both coordinators.
- Review the roster and ask about pronunciation if necessary.
- Before the performances begin, make an announcement encouraging courtesy & good sportsmanship (repeat this message as needed throughout the meet).
- Ask audience members to turn off cell phones.
- Talking and unnecessary movement during performances are to be discouraged.
- Introduce the judges.
- Introduce each act using the information on the roster.
- Make “on-deck” announcements.
- Announce scores, etc. as they are provided to you. You will be announcing the names of the students who place 1st, 2nd and 3rd in each event. This information will come to you on Event Results Forms.

Included in this packet are copies of the forms you will be using at the meet so that you may familiarize yourself with the format.

At the meet you will receive the actual forms with names and details.

The scorekeepers will provide you with scores to announce as they become available.

# Emcee Introduction Form

Introduce yourself and the school coordinators

School: \_\_\_\_\_ Coordinator: \_\_\_\_\_

School: \_\_\_\_\_ Coordinator: \_\_\_\_\_

Call vocal soloists and interpretive speaking ensembles to the on-deck area.

Introduce judges.

Judge's Name: \_\_\_\_\_

Bio: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Judge's Name: \_\_\_\_\_

Bio: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Judge's Name: \_\_\_\_\_

Bio: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Combined Performance Roster

## Event 1 - Vocal Solos: (home goes first)

1. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

2. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

3. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

4. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

5. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

6. School: \_\_\_\_\_ Singer: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

Call instrumental soloists to the on-deck area.

**Event 2 - Interpretive Speaking Ensembles:** (visitor goes first)

1. School: \_\_\_\_\_

Speakers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. School: \_\_\_\_\_

Speakers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work: \_\_\_\_\_

3. School: \_\_\_\_\_

Speakers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work: \_\_\_\_\_

4. School: \_\_\_\_\_

Speakers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work: \_\_\_\_\_

Call vocal ensembles to on-deck area.

**Event 3 - Instrumental Solos:** (home goes first)

1. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

2. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

3. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

4. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

5. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

6. School: \_\_\_\_\_ Instrument : \_\_\_\_\_

Soloist: \_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist: \_\_\_\_\_

Call interpretive speaking soloists to the on-deck area.

**Event 4 - Vocal Ensembles:** (visitor goes first)

1. School: \_\_\_\_\_

Singers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

2. School: \_\_\_\_\_

Singers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

3. School: \_\_\_\_\_

Singers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

4. School: \_\_\_\_\_

Singers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Piece: \_\_\_\_\_

Accompanist(s): \_\_\_\_\_

Call instrumental ensembles to the on-deck area.

**Event 5 - Interpretive Speaking Solos:** (home school goes first)

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_

1. School: \_\_\_\_\_

Speaker: \_\_\_\_\_

Work: \_\_\_\_\_



**Event 6 - Instrumental Ensembles:** (visitor goes first)

1. School: \_\_\_\_\_ Players: \_\_\_\_\_

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Piece: \_\_\_\_\_

1. School: \_\_\_\_\_ Players: \_\_\_\_\_

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Piece: \_\_\_\_\_

1. School: \_\_\_\_\_ Players: \_\_\_\_\_

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---

Piece: \_\_\_\_\_

1. School: \_\_\_\_\_ Players: \_\_\_\_\_

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Piece: \_\_\_\_\_

\*Rank 1st, 2nd and 3rd only.



# Written Test Summary

Event: \_\_\_\_\_ Date: \_\_\_\_\_

Home School: \_\_\_\_\_

Student:

Score:

\*Rank:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Top Scorer: \_\_\_\_\_



# Written Test Summary

Event: \_\_\_\_\_ Date: \_\_\_\_\_

Visiting School: \_\_\_\_\_

Student:

Score:

\*Rank:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Top Scorer: \_\_\_\_\_