| **Student Name:** Ivy Xu |
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| **Motion**: This house regrets the increasing level of abstraction in art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Competition Score: | 68.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Good opening - good example; make sure the implication of why this is bad is super clear. I buy that this is overtaking art, you need to make sure the judge knows why this is bad!  Set-up   * Good explanation of what abstract art is. * Why has this art gotten more popular? Is it because of the preferences of the wealthy + a desire to like that different from traditionally valued art?   We’re arguing in set-up; why are we talking about impacts in set-up + what the driving incentives of artists is (money)! We need to not do this.  We’re two minutes in, and we haven’t presented a counterfactual, haven’t spelled out what the winning framing on Prop is either. We have instead spent this time analysing the incentive of artists to create art which leads to more money - and that this hurts art conceptually. This is an **argument**.  On uniqueness and desaturation - fair observation. This is coming out in 3 minutes.  POI - natural correction; good - but the Picasso example demonstrates the logic of the question - eventually, everyone worthy gets their due.  Argument - Delegitimization   * Is it easy? Why is it easy? Explain why easy art is bad, or hard art is better. * What is good art or bad art? * What kind of art do we see the most? We assert lots of traits within art being better than others without justifying why what we like is better. For instance, is technical art better? * Rather than repeating what you have already established, explain how this crowds out or has crowded out other important forms of art - diverse art, political art and so forth. * What impact does this have on the art world and art itself, other than just abstract art being bad?   06:09  We need to ask POIs; why aren’t we asking any POIs? | | | | | | |

| **Student Name:** Jodie Li |
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| **Motion**: This house regrets the increasing level of abstraction in art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | 3 | **4** | 5 |
| Competition Score: | 70.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Set-up   * Framing? * Why do we need to define abstract art? If we want to emphasise creativity, why can’t we just say that. * Metric for art - what is the purpose here? The metrics are good, but what are they meant to achieve? * Fair on burden; if you’re pushing a CF on them, do this in a call out manner, rather than just reciting this as part of your set-up; it makes your set-up seem noncomparative.   Rebuttal   * Explain why or challenge why abstract art became popular - because it did not need training or technical appreciation to buy into; you could look at it and derive value. Explain why this is good. * Fair on artists being generally poor actors. * Challenge if skill matters; what is the purpose of skill in art. They assert that skill is better but never explain why this is true.   Argument 1   * Fair on multiple interpretations. Explain why this matters right from the get-go; remember, you’re not just defending whether or not abstract is good, but that the increasing amount of it is a good thing. * Talk about how uniquely, abstraction actively challenges you to think - involving the beholder and why that is good - enjoyment of art can be quite temporary and in the background, abstract is different. * Good on cognitive value - link it to there being more thought and intention.   Argument 2   * Good on abstraction being more accessible. * You can also link this to deepening an inquiry into art; abstraction aims to challenge existing norms of what is and isn't art - making people realise out of the box, or whether there is a box to begin with. * Good on who is the gatekeeper/decides what good art is. * Impact?   6:05  Solid POIs today! | | | | | | |

| **Student Name:** Gemma Yeung |
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| **Motion**: This house regrets the increasing level of abstraction in art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69.5 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  What is an art to client ratio? What does this mean? Our opening is slightly messy, and attempts to deal with the trade off Opp engages in, but isn’t actually doing so? You need to point out or challenge how their burden isn’t abstract art good, but abstraction increasing is good.  Why do you provide a better quality of life? Why do they do better? Engage with mitigation from Jodie about artists generally being poor.  Too long of an opening before responses.  Rebuttals   * Systematise your responses. Identify the key claims being made - and then deal with them systematically, rather than offering responses where you can. * Good on average person’s engagement with art. Implication missing - do they get locked out of art? Do they take it less seriously? Do they engage with it seriously or not? The upshot is missing. * POI - minority of billionaires is the right response, but it’s coming out with lots more material that is less directly relevant. Focus more on clarity of content as opposed to dumping more.   Argument 1   * You need to engage with the access argument in clash with this from Jodie; art degrees are elitist. Why do we want to maintain this? * Why has this art gotten more popular? Is it because of the preferences of the wealthy + a desire to like that different from traditionally valued art? * Is there an oversaturation? Why is this true? * What is good art or bad art? Explain why easy art is bad, or hard art is better. What kind of art do we see the most? We assert lots of traits within art being better than others without justifying why what we like is better. For instance, is technical art better? * Rather than repeating what you have already established, explain how this crowds out or has crowded out other important forms of art - diverse art, political art and so forth. * What impact does this have on the art world and art itself, other than just abstract art being bad?   **You need to slow down + vary your pace. Everything coming at x words per minute with no let-up means your speech blends together + is hard to listen to/track.**  05:52  More POIs! | | | | | | |

| **Student Name:** Hisham Khan |
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| **Motion**: This house regrets the increasing level of abstraction in art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Fair opening.  Rebuttal   * Creativity - fair enough; but why does their expression matter more than the harms to art/artists that Prop talks about? We spent thirty seconds explaining this. Be mindful of repetition. * We spend too much time trying to explain people like this art and hence drive up prices.   You need to:   * Rescue the ‘poor people don’t enjoy abstraction’ point Gemma makes. * Challenge if skill matters; what is the purpose of skill in art. They assert that skill is better but never explain why this is true. * Remember, you’re not just defending whether or not abstract is good, but that the increasing amount of it is a good thing.   Argument 1   * Good work having a thesis; how is this different from the response on creativity? * Do we blanket protect freedom of expression? * Why is unique art better? Justify this! * Does abstraction allow people to introspect? Are they likely to introspect? Engage with the likely behaviour analysis coming out in Gemma’s speech. * POI - fair enough. * Talk about how uniquely, abstraction actively challenges you to think - involving the beholder and why that is good - enjoyment of art can be quite temporary and in the background, abstract is different. * You can also link this to deepening an inquiry into art; abstraction aims to challenge existing norms of what is and isn't art - making people realise out of the box, or whether there is a box to begin with.   **You need to slow down + vary your pace. Everything coming at x words per minute with no let-up means your speech blends together + is hard to listen to/track.**  06:05  We need to ask POIs; why aren’t we asking any POIs? | | | | | | |

| **Student Name:** Shi Qi Ooi |
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| **Motion**: This house regrets the increasing level of abstraction in art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  Is it bad that it requires less skill? Why does skill matter in the first place? What is this oversaturation and why is it bad? There is no justification to any of these claims.  Rather than clarifying what abstract art is, explain what abstraction and increasing it does - you eventually do this, but do it earlier. Once you do this, transition into the first clash. Minimise rebuttals outside of this!  Clash 1  Systematise your responses. Identify the key claims being made - and then deal with them systematically, rather than offering responses in a more summative speaker by speaker fashion. This isn’t really a clash is it?  POI - engage with access. Reiterate why the average person doesn’t take abstract art seriously and explain WHY. The implication is also missing - do they get locked out of art? Do they take it less seriously? Do they engage with it seriously or not? The upshot is missing.  Why are institutions good? You need to engage with the access argument in clash with this from Jodie; art degrees are elitist. Why do we want to maintain this?  How is the general public able to ascertain what or who is talented and more?  Rather than repeating what you have already established, explain how this crowds out or has crowded out other important forms of art - diverse art, political art and so forth.  Clash 2  We also start by summarising contributions but for OUR side? What internal structure are we following?  What is good art or bad art? Explain why easy art is bad, or hard art is better. What kind of art do we see the most? We assert lots of traits within art being better than others without justifying why what we like is better. For instance, is technical art better?  The Picasso example demonstrates the logic of Opp’s question - eventually, everyone worthy gets their due.  **You need to slow down + vary your pace. Everything coming at x words per minute with no let-up means your speech blends together + is hard to listen to/track.**  06:08  We need to ask POIs; why aren’t we asking any POIs? | | | | | | |