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**Scenic Design**

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| Student(s): | School: |
| Selection: | Troupe: |

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| **SKILLS** | **4** | **Superior**  Above standard | | **3** | **Excellent**  At standard | | **2** | **Good**  Near standard | | **1** | **Fair**  Aspiring to standard | | **SCORE** |
| **Job Understanding and Interview**  Articulation of the scenic designer’s role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process. | Articulates **a comprehensive understanding** of the scenic designer’s role and job responsibilities; **thoroughly presents and explains** the executed design, creative decisions, and collaborative process. | | Articulates **an understanding** of the scenic designer’s role and job responsibilities; **adequately presents and explains** the executed design, creative decisions, and collaborative process. | | Articulates **a partial understanding** of the scenic designer’s role and job responsibilities; **inconsistently presents and explains** the executed design, creative decisions, and/or collaborative process. | | Articulates **little understanding** of the scenic designer’s role and job responsibilities; **does not explain** an executed design, creative decisions, or the collaborative process. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Design, Research, and Analysis**  Design, research and analysis addresses the artistic/practical needs (given circumstances) of the script to support the scenic design and unifying concept. | A **well-conceived** scenic design, detailed research, and thorough script analysis **clearly addresses** the artistic/ practical needs of the production and **consistently supports** the unifying concept. | | A **complete** scenic design, research, and script analysis **addresses** the artistic/practical needs of the production and **supports** the unifying concept. | | An **incomplete** scenic design, research, and script analysis **somewhat addresses** the artistic/ practical needs of the production and/or **inconsistently supports** the unifying concept. | | The **incomplete** scenic design, research, and script analysis **rarely addresses** the artistic/ practical needs of the production or supports the unifying concept. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Artistic Interpretation**  Scenic design choices that reflect the mood, style, period, locale, and genre of the play. | Scenic design choices **powerfully enhance and communicate** the mood, style, period, locale, and genre of the play. | | Scenic design choices **enhance and communicate** the mood, style, period, locale, and genre of the play. | | Scenic design choices **somewhat communicate** the mood, style, period, locale, and genre of the play. | | Scenic design **lacks choices that communicate** the mood, style, period, locale, and genre of the play. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Execution**  Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas. | | **A comprehensive** rendering or model, floor plan, and artifact binder **enhance** artistic ideas and choices to provide **exceptional support** for script and unifying concept. | | A rendering or model, floor plan, and artifact binder **align** with artistic ideas and choices to **support** script and unifying concept. | | **An incomplete** rendering or model, floor plan, and artifact binder inconsistently align with artistic ideas and choices to support script and unifying concept. | | **An incomplete** rendering or model, floor plan, and artifact binder **lack alignment** with artistic ideas and choices to support script and unifying concept. |  |
| **Comment:** | |  | |  | |  | |  |  |

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| **RATING**  (Please circle) | **4** | **Superior**  (Score of 16-14) | **3** | **Excellent**  (Score of 13-10) | **2** | **Good**  (Score of 9-6) | **1** | **Fair**  (Score of 5-4) | **TOTAL SCORE** |

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Judge’s name (Please Print) Judge’s signature

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| ATTENTION TABULATION ROOM: Please note the following:  Timing issue: (\_\_\_\_\_\_\_mm \_\_\_\_\_\_\_ss)  Rule violation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Other comments: |

Individual Events should not be considered an assessment of student learning. However, Individual Events can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org/)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

State Standards website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_