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**Short Animated Film**

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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** |
| **Storytelling**  Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion. | **Story is well organized, fully developed, and compelling**; visuals and dialogue **seamlessly advance the narrative** toenhance the connection to plot and character(s); choice of opening and closing titles, credits, graphics, and animations **enhance and support** film’s message; ending **succinctly resolves** central conflict. | **Story is well organized, and engaging;** visuals and dialogue **advance the narrative** and the connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **support** the film’s message; **distinct** conclusion. | | **Story is somewhat organized and mostly developed**; visuals and dialogue **moderately advance the narrative** and the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations **inconsistently support** the film’s message; conclusion is **somewhat unclear.** | | **Story is disorganized and/or difficult to follow;** minimal use of visual cues and weak dialogue **fail to advance** the narrative or produce an audience connection; choice of opening and closing titles, credits, graphics, and animations **do not support** the film’s message; conclusion is **lacking or unclear.** | |  |
| **Comment:** |  |  | |  | |  | |  |
| **Cinematography and Audio**  Integrated use of camera, lighting, and sound. | **Scenes and characters are skillfully framed and align** with filmmaker’s vision; lighting exposure and camera movement and angles **purposefully enhance** performances and visually advance the story; music (if applicable) **clearly** underscores action and offers clues to character and plot; sound levels are **consistently** even and well metered. | **Scenes and characters are appropriately framed and align** with filmmaker’s vision; lighting exposure and camera movement and angles **purposefully advance** the story; music (if applicable) is appropriate to the story; sound levels are **mostly even** and well metered. | | **Inconsistent use of appropriate framing** and lighting exposure **do not align** with filmmaker’s vision; camera movement and angles **sometimes advance** the story visually; **some** music (if applicable) is appropriate to the story; sound level **errors are evident**. | | **Scenes and characters are not framed properly**, are under or over exposed, and **do not align** with filmmaker’s vision; scenes include **multiple errors** in camera movement and angles; music (if applicable) **detracts from rather than supports** the story; sound levels are **inconsistent**. | |  |
| **Comment:** |  |  | |  | |  | |  |
| **Editing**  Editing skills; scene length and flow. | **Purposeful continuity in editing produces well-composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **purposefully and effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative. | **Continuity in editing produces composed transitions that enhance** scene flow, audience engagement, and narrative; scene length and flow **effectively** lead audience from one focal point to another while **consistently maintaining** the physical and spatial relationship of narrative. | | **Changing continuity in editing produces transitions that sometimes disrupt** scene flow, audience engagement, and narrative; scene length and flow **sometimes** lead audience from one focal point to another yet **seldom maintain** the physical and spatial relationship of narrative. | | **Discontinuity in editing does not produce well- composed transitions** that enhance scene flow, audience engagement, and narrative; scene length and flow **does no**t lead audience from one focal point to another, and **does not maintain** the physical and spatial relationship of the narrative. | |  |
| **Comment:** |  |  | |  | |  | |  |
| **Voice Acting and Animation Techniques**  Believability and compatibility of voice and animation; animation style and choices. | Character voices and animation (movements, actions, gestures, and expressions) are **consistently believable and work in unison to create character**; strong and consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer. | Character voices and animation (movements, actions, gestures, and expressions) **are believable and mostly work in unison to create character**; consistent animation choices are reflected through an original art style that helps build a unique animated world for viewer. | | Character voices and animation (movements, actions, gestures, and expressions) are **sometimes believable and work in unison to create character**; animation choices irregularly reflected through an art style that helps build a unique animated world for viewer. | | Character voices and animation (movements, actions, gestures, and expressions) are **rarely believable and do not connect well**; strong animation choices are rarely evident, and the art style does not help build a unique animated world for viewer. | |  |
| **Comment:** |  |  | |  | |  | |  |
| **Filmmaker’s Vision**  Use of film elements to create a successful final product. | Filmmaker **conveyed clear vision** and **consistently adhered** to rules established for film; **all elements worked together** to create animpactful, engaging film with a powerful voice. | Filmmaker **conveyed a mostly clear vision** and **frequently adhered** to the rules established for the film; **most elements worked together** to create an engaging film. | | Filmmaker **attempted to convey a clear vision** and i**nconsistently adhered** to the rules established for the film; **few elements worked together** to create an engaging film. | | Filmmaker **failed to convey a clear vision** and did not adhere to the rules established for the film; **elements did not work together** to create an engaging film. | |  |
| **Comment:** |  | |  | |  | |  |  |

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| **RATING**  (Please circle) | **4** | **Superior**  (Score of 20-18) | **3** | **Excellent**  (Score of 17-13) | **2** | **Good**  (Score of 12-8) | **1** | **Fair**  (Score of 7-5) | **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:Cr1.1.I.b, TH:Cr3.1.I.b, TH:Cr3.1.I.c, TH:Cr1.1.III.a, MA:Cr2.1.I.a, MA:Cr3.1.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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_