



# INTERNATIONAL THESPIAN SOCIETY

HONORING STUDENT ACHIEVEMENT IN THEATRE

School \_\_\_\_\_

Artist \_\_\_\_\_

Selection from WONDERLAND (circle)

Genie

Voldemort

Elphaba

Judge \_\_\_\_\_

Ursula

Witch (Into the Woods either act)

## Makeup Design Individual Event Performance Based Assessment

Troupe \_\_\_\_\_

Model \_\_\_\_\_

Category	Accomplished (4)	Proficient (3)	Partially Proficient (2)	Not Evident (1)
<b>Application</b>	<input type="checkbox"/> The student is able to elaborate their makeup design to a point of realization. <input type="checkbox"/> There is evidence of purposeful expression and effective communication of artistic intentions. <input type="checkbox"/> Skills and techniques are applied at a high level of proficiency. <input type="checkbox"/> The student shows an excellent ability to apply the artistic processes involved in designing makeup for the stage.	<input type="checkbox"/> The student is able to elaborate their makeup design to a point of realization. <input type="checkbox"/> There is evidence of good expression and communication of artistic intentions. <input type="checkbox"/> Skills and techniques are applied at a good level of proficiency. <input type="checkbox"/> The student shows a good ability to apply the artistic processes involved in designing makeup for the stage.	<input type="checkbox"/> The student is able to elaborate their makeup design to a point of realization. <input type="checkbox"/> There is satisfactory expression and communication of artistic intentions. <input type="checkbox"/> Skills and techniques are applied at a satisfactory level of proficiency. <input type="checkbox"/> The student shows a satisfactory ability to apply the artistic processes involved in designing makeup for the stage.	<input type="checkbox"/> There is very limited expression and communication of artistic intentions in the student's work, which may not have reached a point of realization. <input type="checkbox"/> Skills and techniques are applied at a very limited level of proficiency. <input type="checkbox"/> The student attempts to apply the artistic processes.
<b>Interpretation and Design</b>	<input type="checkbox"/> Exceptional organization in demonstration of given tasks. <input type="checkbox"/> Work is precise, clear, cohesive, and meaningful to the production. <input type="checkbox"/> Work shows an excellent understanding of the world of the play. <input type="checkbox"/> Original concept enhances and embraces the vision of the team. <input type="checkbox"/> Extended: Demonstrates leadership and collaboration with team; holding others accountable.	<input type="checkbox"/> Solid organization in demonstration of given tasks. <input type="checkbox"/> Mostly cohesive and meaningful work appropriate to the production. <input type="checkbox"/> Clear intentions. <input type="checkbox"/> Works shows a good understanding of the world of the play. <input type="checkbox"/> Vague concept which partially enhances and embraces the vision of the team.	<input type="checkbox"/> Lacking organization of given tasks. <input type="checkbox"/> Sometimes a cohesive and meaningful concept appropriate for the production. <input type="checkbox"/> Intent lacking accuracy and quality. <input type="checkbox"/> Designs show a fair understanding of the world of the play. <input type="checkbox"/> Concept does not enhance and embrace the vision of the team.	<input type="checkbox"/> Missing several important elements. <input type="checkbox"/> Rarely a cohesive and meaningful concept appropriate for the production. <input type="checkbox"/> Intent lacking. <input type="checkbox"/> Designs show little or no understanding of the world of the play. <input type="checkbox"/> No concept. Note: Work must be completed solely by an individual however it must be proven that consideration was given to overall design team concept.
<b>Execution</b>	<input type="checkbox"/> Exceptional precision and clarity of designs. <input type="checkbox"/> Complete descriptive elements included. <input type="checkbox"/> Strong accuracy of details. <input type="checkbox"/> Execution is practical, realistic, and achievable.	<input type="checkbox"/> Vague clarity creates a lack of precision. <input type="checkbox"/> Descriptive elements included, but not expanded upon. <input type="checkbox"/> Accuracy of details is mostly present. <input type="checkbox"/> Execution is somewhat practical, realistic and achievable.	<input type="checkbox"/> Limited precision and clarity of designs. <input type="checkbox"/> Limited descriptive elements. <input type="checkbox"/> Accuracy of details is rarely present. <input type="checkbox"/> Execution is minimally practical, realistic, and achievable.	<input type="checkbox"/> Lack of precision and clarity of designs. <input type="checkbox"/> Lack of descriptive elements. <input type="checkbox"/> Accuracy of details is not present. <input type="checkbox"/> Execution is not practical, not realistic, nor achievable.

**Reflection and Evaluation**

- The student reflects critically and in depth on his or her artistic development and processes at different stages of his or her work.
  - The student carries out an excellent evaluation of his or her work.
  - This shows a considered appraisal of the quality of work produced and details of improvements that could be made.
  - The student intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.
- The student reflects critically on his or her artistic development and processes at different stages of his or her work.
  - The student carries out a good evaluation of his or her work.
  - The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.
  - The student uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.
- The student reflects on his or her artistic development and processes.
  - The student carries out a satisfactory evaluation of his or her work.
  - Some aspects of the evaluation may be unrealistic or incomplete.
  - The student attempts to use feedback in his or her artistic development and processes, with guidance.
- The student records his or her artistic development and processes with little reflection.
  - The student carries out a limited evaluation of his or her work, with guidance.

**Overall Presentation**

- Demonstrated a comprehensive understanding of the character
  - Justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements, in a creative and professional manner.
- Demonstrated an understanding of the character through multiple facets.
  - Justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements.
- Demonstrated a lack of understanding of the character.
  - Partial justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements.
- No understanding of the character demonstrated.
  - Attempted justification and synthesis of technical work, i.e. design elements and principles, production concept, detail and descriptive elements.

Category

Accomplished (4)

Proficient (3)

Partially Proficient (2)

Not Evident (1)

Additional space for comments by the judge:

	A (4)	P (3)	PP (2)	NE (1)	Score		Total
Application						X 4	
Interpretation & Design						X 5	
Execution						X 5	
Reflection & Evaluation						X 5	
Overall Presentation						X 6	
Final score	100 - 90	89 - 75	74 - 50	49 - 25			