

PROPOSED: National Individual Events 2016-17
Short Animated Film



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

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
<p>Storytelling Visual development of story and dialogue; opening and closing titles, credits, graphics, and animations; conclusion.</p> <p>Comment:</p>	<p>Story is well organized, fully developed, and compelling; complementary visuals and dialogue seamlessly advance the narrative to enhance the audience connection to the plot and character(s); choice of opening and closing titles, credits, graphics, and animations enhance and support the film's message; ending succinctly resolves the central conflict.</p>	<p>Story is well organized, and engaging; visuals and dialogue advance the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations support the film's message; distinct conclusion.</p>	<p>Story is somewhat organized and mostly developed; visuals and dialogue are moderately effective in advancing the narrative and the audience connection to the plot and characters; choice of opening and closing titles, credits, graphics, and animations inconsistently support the film's message; conclusion is somewhat unclear.</p>	<p>Story is disorganized and/or difficult to follow; minimal use of visual cues and weak dialogue fail to develop 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.</p>	
<p>Cinematography and Audio Integrated use of camera, lighting, and sound.</p> <p>Comment:</p>	<p>Scenes and characters are skillfully shot or framed and align with the filmmaker's vision; lighting exposure and camera movement and angles are purposefully chosen to enhance performances and visually advance the story; music (if applicable) clearly underscores the action and offers additional clues to character and plot; sound levels are consistently even and well metered.</p>	<p>Scenes and characters are appropriately shot or framed and align with the filmmaker's vision; lighting exposure and camera movement and angles are purposefully chosen to advance the story; music (if applicable) is appropriate to the story; sound levels are mostly even and well metered.</p>	<p>Inconsistent use of appropriate shots or framing and lighting exposure do not align with the 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.</p>	<p>Most scenes and characters are not shot or framed properly, are under or over exposed, and do not align with the 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.</p>	
<p>Editing Editing skills; scene length and flow.</p> <p>Comment:</p>	<p>Purposeful continuity in editing produces well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow purposefully and effectively lead the audience from one focal point to another while consistently maintaining the physical/spatial relationship of the narrative.</p>	<p>Continuity in editing produces composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow effectively lead the audience from one focal point to another while consistently maintaining the physical/spatial relationship of the narrative.</p>	<p>Inconsistent continuity in editing produces transitions that sometimes disrupt scene flow, audience engagement, and narrative; scene length and flow sometimes lead the audience from one focal point to another yet seldom maintain the physical/spatial relationship of the narrative.</p>	<p>Discontinuity in editing does not produce well-composed transitions that enhance scene flow, audience engagement, and narrative; scene length and flow does not lead the audience from one focal point to another, and does not maintain the physical/spatial relationship of the narrative.</p>	

SKILLS	4 Superior Above standard	3 Excellent At standard	2 Good Near standard	1 Fair Aspiring to standard	SCORE
Voice Acting/ Animation Techniques Believability and compatibility of voice and animation; animation style and choices . Comment:	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 the viewer.	Character voices and animation (movements, actions, gestures, and expressions) are believable and mostly work in unison to create character ; mostly consistent animation choices are reflected through an original art style that helps build a unique animated world for the viewer.	Character voices and animation (movements, actions, gestures, and expressions) are sometimes believable and working in unison to create character ; animation choices are sometimes reflected through an art style that helps build a unique animated world for the viewer.	Character voices and animation (movements, actions, gestures, and expressions) are rarely believable and do not connect well with each other; strong animation choices are rarely evident, and the art style does not help build a unique animated world for the viewer.	
Filmmaker's Vision Use of film elements to create a successful final product. Comment:	Filmmaker conveyed a clear vision and consistently adhered to rules established for the film; all elements worked together to create an impactful, 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 inconsistently 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.	
RATING (Please circle)	4 Superior (20-18)	3 Excellent (17-13)	2 Good (12-8)	1 Fair (7-5)	

Judge's name (Please print) _____

Judge's signature _____

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

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State Standards website: _____