

Scenic Design

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**INTERNATIONAL
THESPIAN SOCIETY**

HONORING STUDENT ACHIEVEMENT IN THEATRE

Student(s):

Selection:

Troupe:

| 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: | | | | | |

| | | | | | |
|----------------------------------|---|--|-----------------------------------|-----------------------------------|--------------------|
| 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 |
|----------------------------------|---|--|-----------------------------------|-----------------------------------|--------------------|

Judge's name (please print)

Judge's signature

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

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

Optional aligned state standards: _____

State standards website: _____