### Scenic Design

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>4</th>
<th>Superior</th>
<th>3</th>
<th>Excellent</th>
<th>2</th>
<th>Good</th>
<th>1</th>
<th>Fair</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Understanding and Interview</td>
<td>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.</td>
<td>Articulates an understanding of the scenic designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>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.</td>
<td>Articulates little understanding of the scenic designer's role and job responsibilities; does not explain an executed design, creative decisions, or the collaborative process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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 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. |

#### 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. |

#### 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 align with artistic ideas and choices to provide exceptional support for script and unifying concept. | A 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. | An incomplete rendering or model, floor plan, and artifact binder lack alignment with artistic ideas and choices to support script and unifying concept. |

**Comment:**

**Student(s):**

**Selection:**

**School:**

**Troupe:**

For internal use only
This rubric should not be considered an assessment of student learning. However, it 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: ___________________________________________________________________________

ATTENTION TABULATION ROOM: Please note the following:

☐ Timing issue: (_______mm_______ss)

☐ Rule violation: __________________________: __________________________: __________________________

☐ Other comments: