

# Scenic Design

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Student(s):

School:

Selection:

Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the scenic designer's role and specific job responsibilities; presentation and explanation of executed design, creative decisions, and collaborative process.	Articulates a <b>comprehensive understanding</b> of the scenic designer's role and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding</b> of the scenic designer's role and job responsibilities; <b>adequately presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding</b> of the scenic designer's role and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions, and/or collaborative process.	Articulates <b>little understanding</b> of the scenic designer's role and job responsibilities; <b>does not explain</b> an executed design, creative decisions, or the collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic/practical needs (given circumstances) of the script to support the scenic design and unifying concept.	A <b>well-conceived</b> scenic design, detailed research, and thorough script analysis <b>clearly addresses</b> the artistic/practical needs of the production and <b>consistently supports</b> the unifying concept.	A <b>complete</b> scenic design, research, and script analysis <b>addresses</b> the artistic/practical needs of the production and <b>supports</b> the unifying concept.	An <b>incomplete</b> scenic design, research, and script analysis <b>somewhat addresses</b> the artistic/practical needs of the production and/or <b>inconsistently supports</b> the unifying concept.	The <b>incomplete</b> scenic design, research, and script analysis <b>rarely addresses</b> the artistic/practical needs of the production or supports the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Scenic design choices that reflect the mood, style, period, locale, and genre of the play.	Scenic design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design choices <b>enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Scenic design <b>lacks choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas.	A <b>comprehensive</b> rendering or model, floor plan, and artifact binder <b>enhance</b> artistic ideas and choices to provide <b>exceptional support</b> for script and unifying concept.	A rendering or model, floor plan, and artifact binder <b>align</b> with artistic ideas and choices to <b>support</b> script and unifying concept.	An <b>incomplete</b> rendering or model, floor plan, and artifact binder <b>inconsistently align</b> with artistic ideas and choices to support script and unifying concept.	An <b>incomplete</b> rendering or model, floor plan, and artifact binder <b>lack alignment</b> with artistic ideas and choices to support script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 16-14)</small>	<b>3   Excellent</b> <small>(Score of 13-10)</small>	<b>2   Good</b> <small>(Score of 9-6)</small>	<b>1   Fair</b> <small>(Score of 5-4)</small>	<b>TOTAL SCORE</b>
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Judge's name (Please print)

\_\_\_\_\_  
Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

- Timing issue: ( \_\_\_\_\_ mm \_\_\_\_\_ ss)
- Rule violation: \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_
- Other comments:

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:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.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: \_\_\_\_\_