## Makeup Design Rubric

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<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><strong>Job Understanding and Interview</strong></td>
<td>Articulates a comprehensive understanding of the makeup 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 makeup 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 makeup designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions, and collaborative process.</td>
<td>Articulates little understanding of the makeup designer's role and job responsibilities; does not explain an executed design, creative decisions or collaborative process.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Design, Research, and Analysis</strong></td>
<td>A well-conceived set of makeup designs, detailed research, and thorough script and character analysis clearly address the artistic and practical needs of the production and consistently support the unifying concept.</td>
<td>Makeup designs, research, script and character analysis address the artistic and practical needs of the production and support the unifying concept.</td>
<td>Incomplete makeup designs, research, character and script analysis somewhat address the artistic and practical needs of the production and/or inconsistently support the unifying concept.</td>
<td>The makeup designs, research, and analysis of the script and character do not address the artistic and practical needs of the production or support the unifying concept.</td>
<td></td>
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<tr>
<td><strong>Artistic Interpretation</strong></td>
<td>Makeup design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play.</td>
<td>Makeup design choices communicate the mood, style, period, locale, and genre of the play.</td>
<td>Makeup design choices somewhat communicate the mood, style, period, locale, and genre of the play.</td>
<td>Makeup designs lack choices that communicate the mood, style, period, locale, and genre of the play.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Execution</strong></td>
<td>Designs enhance artistic ideas and choices to provide exceptional support for the script and unifying concept.</td>
<td>Designs align with artistic ideas and choices to support the script and unifying concept.</td>
<td>Designs inconsistently align with artistic ideas and choices to support the script and unifying concept.</td>
<td>Designs lack alignment with artistic ideas and choices to support the script and unifying concept.</td>
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<td></td>
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</tr>
</tbody>
</table>

**Comment:**

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<table>
<thead>
<tr>
<th>RATING</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>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(16-14)</td>
<td></td>
<td>(13-10)</td>
<td></td>
<td>(9-6)</td>
<td></td>
<td>(5-4)</td>
<td></td>
</tr>
</tbody>
</table>

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.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: ________________________________