

Scenic Design

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**INTERNATIONAL
THESPIAN SOCIETY**

Student(s): _____

School: _____

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 <small>(Please circle)</small>	4 Superior <small>(Score of 16-14)</small>	3 Excellent <small>(Score of 13-10)</small>	2 Good <small>(Score of 9-6)</small>	1 Fair <small>(Score of 5-4)</small>	TOTAL SCORE
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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:

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: _____