

Sound Design

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WASHINGTON CHAPTER

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 sound designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions and collaborative process. | Articulates a comprehensive understanding of the sound designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions and collaborative process. | Articulates an understanding of the sound designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions and collaborative process. | Articulates a partial understanding of the sound designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions and/or collaborative process. | Articulates little understanding of the sound 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 that addresses the artistic and practical needs (given circumstances) of the script to support the sound design and unifying concept. | A well-conceived sound design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept. | A complete sound design, research, and script analysis addresses the artistic and practical needs of the production and supports the unifying concept. | An incomplete sound design, research, and script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept. | The incomplete sound design, research, and script analysis rarely addresses the artistic and practical needs of the production or support the unifying concept. | |
| Comment: | | | | | |
| Artistic Interpretation Sound design choices that reflect the mood, style, period, locale, and genre of the play. | Sound design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play. | Sound design choices communicate the mood, style, period, locale, and genre of the play. | Sound design choices somewhat communicate the mood, style, period, locale, and genre of the play. | Sound design lacks choices that communicate the mood, style, period, locale, and genre of the play. | |
| Comment: | | | | | |
| Execution Sound plot and artifact binder convey ideas, products and choices that support the script and unifying concept. | A comprehensive sound plot and artifact binder enhance artistic ideas and choices to provide exceptional support for the script and unifying concept. | A sound plot and artifact binder align with artistic ideas and choices to support the script and unifying concept. | An incomplete sound plot and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept. | An incomplete sound plot and artifact binder lack alignment with artistic ideas and choices to support the 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 |
|---|--|---|--|--|--------------------|

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: _____