

National Individual Events 2015-16  
**Scenic Design**

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Student(s):

School:

Troupe:

Selection:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Job Understanding and Interview</b>                      Articulation of the scenic designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process.</p> <p><b>Comment:</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Design, Research, and Analysis</b>                      Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the scenic design and unifying concept.</p> <p><b>Comment:</b></p>	<p>A <b>well-conceived</b> scenic design, detailed research, and thorough script analysis <b>clearly addresses</b> the artistic and practical needs of the production and <b>consistently supports</b> the unifying concept.</p>	<p>A <b>complete</b> scenic design, research, and script analysis <b>addresses</b> the artistic and practical needs of the production and <b>supports</b> the unifying concept.</p>	<p>An <b>incomplete</b> scenic design, research, and script analysis <b>somewhat addresses</b> the artistic and practical needs of the production and/or <b>inconsistently supports</b> the unifying concept.</p>	<p>The <b>incomplete</b> scenic design, research, and script analysis <b>rarely addresses</b> the artistic and practical needs of the production or supports the unifying concept.</p>	
<p><b>Artistic Interpretation</b>                      Scenic design choices that reflect the mood, style, period, locale, and genre of the play.</p> <p><b>Comment:</b></p>	<p>Scenic design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.</p>	<p>Scenic design choices <b>enhance and communicate</b> the mood, style, period, locale, and genre of the play.</p>	<p>Scenic design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.</p>	<p>Scenic design <b>lacks choices that communicate</b> the mood, style, period, locale, and genre of the play.</p>	

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<p><b>Execution</b> Scenic design and artifact binder convey ideas, products, and choices that support the script and unifying ideas.</p> <p><b>Comment:</b></p>	<p><b>A comprehensive</b> rendering or model, floor plan, and artifact binder <b>enhance</b> artistic ideas and choices to provide <b>exceptional support</b> for the script and unifying concept.</p>	<p>A rendering or model, floor plan, and artifact binder <b>align</b> with artistic ideas and choices to <b>support</b> the script and unifying concept.</p>	<p><b>An incomplete</b> rendering or model, floor plan, and artifact binder inconsistently align with artistic ideas and choices to support the script and unifying concept.</p>	<p><b>An incomplete</b> rendering or model, floor plan, and artifact binder <b>lack alignment</b> with artistic ideas and choices to support the script and unifying concept.</p>	
RATING (Please circle)	4   Superior (16-14)	3   Excellent (13-10)	2   Good (9-6)	1   Fair (5-4)	TOTAL

\_\_\_\_\_  
Judge's name (Please print)

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

*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:Cr1.1.I.a, TH:Cr1.1.III.a, TH:Cr1.1.III.b, TH:Cr2.1.I.b, TH:Cr3.1.I.c,

TH:Pr5.1.I.b, TH:Pr5.1.III.b, TH:Re9.1.I.b

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: \_\_\_\_\_