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**Costume Design**

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| Student(s): | School: |
| Selection: | Troupe: |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 costume designer’s role and specific job responsibilities; presentation/explanation of the executed design, creative decisions, and collaborative process. | Articulates **comprehensive understanding of the costume designer’s role** and job responsibilities; **thoroughly presents and explains** the executed design, creative decisions, and collaborative process. | | Articulates **an understanding of the costume designer’s role** and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process. | | Articulates **a partial understanding of the costume designer’s role** and job responsibilities; **inconsistently presents and explains** the executed design, creative decisions and/or collaborative process. | | Articulates **little understanding of the costume designer’s role** and job responsibilities; **does not explain** an executed design, creative decisions or collaborative process. | |  |
| **Comment:** |  | |  | |  | |  | |  |
| **Design, Research, and Analysis**  Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the costume design and unifying concept. | A well-conceived *s*et of costume designs, **detailed research, and thorough script analysis** clearly address the artistic and practical needs of the production and **consistently support** the unifying concept. | | Costume designs, **research, and script analysis address the artistic and practical needs** of the production and **support** the unifying concept. | | **Incomplete costume designs, research, and script analysis somewhat address** the artistic and practical needs of the production and/or **inconsistently support** the unifying concept. | | The **costume designs, research, and analysis of the script do not address** the artistic and practical needs of the production or support the unifying concept. | |  |
| **Comment:** |  | |  | |  | |  | |  |
| **Artistic Interpretation**  Costume design choices reflect the mood, style, period, locale, and genre of the play. | **Costume design choices powerfully enhance and communicate** the mood, style, period, locale, and genre of the play. | | **Costume design choices communicate** the mood, style, period, locale, and genre of the play. | | **Costume design choices somewhat communicate** the mood, style, period, locale, and genre of the play. | | Costume designs **lack choices that communicate** the mood, style, period, locale, and genre of the play. | |  |
| **Comment:** | |  | |  | |  | |  |  |
| **Execution**  Artifacts and binder convey ideas, products, and choices that support the script and unifying concept. | **Artifacts and comprehensive binder** enhance artistic ideas and choices for **exceptional support** of the script and unifying concept. | | **Artifacts and binder align** with artistic ideas and choices to support the script and unifying concept. | | **Artifacts and incomplete binder inconsistently align** with artistic ideas and choices to support the script and unifying concept. | | **Artifacts and incomplete binder lack alignment with artistic ideas and choices** to support the script and unifying concept. | |  |
| **Comment:** | |  | |  | |  | |  |  |

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| **RATING**  (Please circle) | **4** | **Superior**  (Score of 16-14) | **3** | **Excellent**  (Score of 13-10) | **2** | **Good**  (Score of 9-6) | **1** | **Fair**  (Score of 5-4) | **TOTAL SCORE** |

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Judge’s name (Please Print) Judge’s signature

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| 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: Cr1.1.7, TH: Cr2.1.8, TH: Cr3.1.8, TH: Pr5.1.6, TH: Pr5.1.8

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_