
Costume Design

In Costume Design, the skills measured are:

- An understanding of costume design
- An understanding of the artistic and practical constraints that impact design
- An understanding of the relationship of costume design to a unifying concept
- The ability to carry out research into style, period, locale, and genre of the show
- The ability to present and explain design choices
- Attention to detail

Only one entrant may be involved in the design. No collaborations are permitted. Designs for either theoretical or realized productions are acceptable.

The entrant must prepare and present:

- Up to an 8-minute video presentation summarizing the work with connections to concept, collaboration, and design decision-making.
- Written responses to several questions about their process within the application.
- Five character renderings, either five different characters or a single character through five changes.
 - More than five character renderings will not be accepted.
 - No finished costumes are permitted.
 - Renderings should be large/detailed enough for the judges to see online.
- Template or trace characters are permitted.
- Swatches **MUST** be included as a separate display.
- The board should be labeled in the following manner:
 - Upper left-hand corner: play or musical title and writer(s)
 - Upper right-hand corner: character's name, act, and scene
 - Lower right-hand corner: entrant's name and troupe number (optional)
 - NO other information may be included on the labels
 - Labels should be considered a part of the presentation; they must be neatly typed or carefully hand-lettered.
- A digital "artifact binder" must include a complete set of the following materials:
 - A design statement
 - Complete research
 - Theme of the show
 - Design unifying concept
 - Script requirements
 - Budgetary requirements or other constraints or considerations
 - Sources of inspiration for design and color palette (if used)
 - Preliminary sketches
 - Costume plot (showing who wears what when).
- Entrants must wear all black. **Clothing and shoes must be all black.** Any visible color, including white, will result in a disqualification.
- Failure to follow any of the guidelines in this document will result in a disqualification.

Costume Design

For internal use only



©2019 Educational Theatre Association. All rights reserved.

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 costume designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process.	Articulates a broad 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 set of costume designs, detailed research, and thorough script analysis clearly address the artistic and practical needs of 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 to provide exceptional support for 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:					

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
----------------------------------	---	--	-----------------------------------	-----------------------------------	--------------------

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: _____