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## Scenic Design

In Scenic Design, the skills measured are:

- An understanding of the scenic designer's role and responsibilities
- An understanding of the artistic and practical constraints that impact the scenic design
- An understanding of the relationship of scenic 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

Only one entrant may be involved in the design. No collaborations are permitted. Theoretical or realized designs are acceptable.

The entrant must prepare and present:

- Written responses to several questions about their process within the application.
- Up to an 8-minute video presentation summarizing the work with connections to concept, collaboration, and design decision-making. The presentation should include:
  - A scale model (physical or digital) showing the design of an entire show (not just a scene) and its relationship to the theatrical space. At least one figure must be included in the rendering or model to show proportion and scale. Model or rendering can be generated through multiple media, such as SketchUp, Vectorworks, or 3-D printers.
    - The digital displaying of your scale model must allow the judges to see the details.
  - Floor plan (physical or digital, drawn to the same scale) for the production that clearly indicates:
    - Performance space
    - Backstage space
    - Audience areas
    - Sightlines
  - Title block including:
    - Show title
    - Floor plan source
    - Scale
    - Entrant name
    - Date
- A digital "artifact binder" must include a complete set of the following materials:
  - A design statement summarizing:
    - Theme of the show
    - Unified design concept
    - Script requirements
- The following may or may not be included in the artifact binder but must be presented:
  - Complete research
  - Sources of inspiration
  - Floor plan
  - Models or renderings - if the student is using a model (instead of a rendering), they must bring the model - photos of a model are not an acceptable replacement
  - Techniques within the design
- 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.

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Student(s):

School:

Selection:

Troupe:

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

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

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.

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Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

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: \_\_\_\_\_