
Sound Design

In Sound Design, the skills measured are:

- An understanding of the roles and responsibilities of a sound designer and the technology/equipment to implement and support the design
- An understanding of the artistic and practical constraints that impact the sound design
- An understanding of the relationship of sound 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:
 - Sound system plot indicating:
 - Speaker plot showing where on the set and in the performance space loudspeakers are placed
 - The clear relationship of speakers on the plot to speakers on the block diagram
 - Block diagram showing signal flow through the sound system, following the [USITT Sound Graphics Guidelines](#)
 - Rack diagrams
 - Microphone schedules
 - Pit diagrams
 - Patch assignments
 - Sound effects, both digital and Foley
 - Programming of the playback device
 - Engineering the show in a live microphone setting
 - Training the actors in the use of microphones
 - Setting preliminary sound levels and adjusting during technical rehearsals
 - Title block including:
 - Show title
 - Facility
 - Source for drawing
 - 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:
 - Sources of inspiration
 - Techniques used within the design
 - Representative examples of the sound design to be played on a provided sound system
 - Description of sound cues organized by:

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- Act and scene
 - Stated purpose of the cue
 - Planned timing of the cue
 - If using a digital presentation, you must bring your own equipment to display your work so all the judges can see the details. The use of a single laptop screen is non-recommended.
 - 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
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 (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

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:Cr3.1.1.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

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: _____

State Standards website: _____