**Rubric: Foundations of Technical Theatre**

**Content Area:** Drama and Theatre Arts

**Grade Level**: High School, Extended and Fundamental Pathways

**Standards and Grade Level Expectations:**

*Fundamental*

DTA09-GR.HSFP-S.1-GLE.2

DTA09-GR.HSFP-S.2-GLE.2

*Extended*

DTA09- GR.HSEP-S.1-GLE.1,3,4

DTA09- GR.HSEP-S.2-GLE.1,3

DTA09- GR.HSEP-S.3-GLE.1,2,3

**Concepts and skills students master:** Create, Perform and Critically Respond

\* Extended indicates Advanced Placement

**Rubric: Foundations of Technical Theatre**

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| --- | --- | --- | --- | --- |
|  | Above Mastery | Mastery of Grade Level Standards | Approaching Mastery | Novice |
| Scoring Criteria | 4 | 3 | 2 | 1 |
| Interpretation and Design | * Exceptional organization in demonstration of given tasks * Designs are precise, clear, cohesive and meaningful * concept appropriate for the production * Designs show an excellent understanding of social class, age and historical period * Original artist concept which enhances and embraces the vision of the design team | * Solid organization in demonstration of given tasks * Mostly cohesive and meaningful design concept appropriate for the production * Intention clearly depicted * Designs show a good understanding of social class, age and historical period * Vague concept which partially enhances and embraces the vision of the design team | * Lacking organization of given tasks * Sometimes a cohesive and meaningful design concept appropriate for the production * Intent lacking accuracy and quality * Designs show a fair understanding of social class, age and historical period * Lacking concept which does not enhance and embrace the vision of the design team | * Missing several important elements * Rarely a cohesive and meaningful design concept appropriate for the production * Intent lacking * Designs show little or no understanding of social class, age and historical period * No concept |
| Extended: Demonstrates leadership and collaboration in the design team by holding other students’ accountable. |
| Aesthetics and Execution, Safety | * The project is completed with an artistic vision and justification in collaboration with a design team and/or director * Precision and clarity of designs * Complete descriptive elements included * Dramatic elements perfectly worked to establish character, time, location, and enhance the mood of the piece * Accuracy of details   \*All safety protocols are met and student takes leadership role in implementation of safety measures for others | * The project is completed with an artistic vision and justification for design * Descriptive elements included, but not expanded upon * Dramatic elements work to establish meaning, i.e. character, time, location, and mood of the piece * Accuracy of details is mostly present   All safety protocols are met  \* Safety protocols are determined by location and job specific duties | * The project is completed without an artistic vision or justification * Lack of descriptive elements * Dramatic elements occasionally work to establish meaning, i.e. character, time, location, and mood of the piece * Accuracy of details is rarely present   Minor safety protocols are not followed  \* Safety protocols are determined by location and job specific duties | * The project is completed without an artistic vision and justification * Dramatic elements rarely work to establish meaning, i.e. character, time, location, and mood of the piece * Accuracy of details is not present   Major safety protocols are not followed  \* Safety protocols are determined by location and job specific duties |
| Extended: The project is completed with an artistic vision and justification in collaboration with a design team and/or director demonstrating leadership and professionalism in all above areas  Extended: All safety protocols are met and student takes leadership role in implementation of safety measures for others following current industry standards |
| Presentation | * Demonstrated a comprehensive understanding of the play * Justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements, in a creative and professional manner. | * Demonstrated an understanding of the play through multiple facets * Justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements. | * Demonstrated a lack of understanding of the play * Partial justification and synthesis of technical work, i.e. design elements and principles, collaboration, production concept, detail and descriptive elements. | * No understanding of the play demonstrated * Attempted justification and synthesis of technical work, i.e. design elements and principles, production concept, detail and descriptive elements. |
| Extended: Incorporates feedback for improve collaboration and utilizes that to enhance their work. |