

# Costume Design



©2017 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
<b>Job Understanding and Interview</b> 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 <b>broad understanding of the costume designer's role</b> and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding of the costume designer's role</b> and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding of the costume designer's role</b> and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding of the costume designer's role</b> and job responsibilities; <b>does not explain</b> an executed design, creative decisions or collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> 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, <b>detailed research, and thorough script analysis</b> clearly address the artistic and practical needs of production and <b>consistently support</b> the unifying concept.	Costume designs, <b>research, and script analysis address the artistic and practical needs</b> of the production and <b>support</b> the unifying concept.	<b>Incomplete costume designs, research, and script analysis somewhat address</b> the artistic and practical needs of the production and/or <b>inconsistently support</b> the unifying concept.	The <b>costume designs, research, and analysis of the script do not address</b> the artistic and practical needs of the production or support the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Costume design choices reflect the mood, style, period, locale, and genre of the play.	Costume design choices <b>powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	Costume design choices <b>communicate</b> the mood, style, period, locale, and genre of the play.	Costume design choices <b>somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Costume designs <b>lack choices that communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Artifacts and binder convey ideas, products, and choices that support the script and unifying concept.	Artifacts and <b>comprehensive binder enhance</b> artistic ideas and choices to <b>provide exceptional support</b> for the script and unifying concept.	Artifacts and binder <b>align</b> with artistic ideas and choices to support the script and unifying concept	Artifacts and <b>incomplete binder inconsistently align</b> with artistic ideas and choices to support the script and unifying concept.	Artifacts and <b>incomplete binder lack alignment with artistic ideas and choices</b> to support the script and unifying concept.	
<b>Comment:</b>					

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

\_\_\_\_\_  
Judge's name (Please Print)

\_\_\_\_\_  
Judge's signature

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