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| **Stage Design : The Musical Stage**Teacher Name: **David Gopee** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Design details**  | The design captures the \"flavor\" of the play or topic by including several details that accurately reflect the period, culture or theme.  | The design somewhat captures the \"flavor\" of the play or topic by including a few details that reflect the period, culture or theme.  | The design is based on the logical principles of design, but has little \'flavor\".  | Historical and cultural details are missing from the design.  |
| **Scale**  | Student has picked a scale that allows easy interpretation and has kept it consistent throughout the design.  | Student has picked a scale that allows easy interpretation. There are only minor consistency problems.  | Student has picked a scale that allows easy interpretation. There are, however, several consistency problems.  | The rendering is not to scale.  |
| **Symbols**  | Student uses many design symbols accurately. Very easy to interpret renderings.  | Student has used a few design symbols accurately. Relatively easy to interpret renderings.  | Student has used several design symbols, but not all are used accurately. Somewhat difficult to interpret renderings.  | No design symbols have been used.  |
| **Design concept**  | Student turns in a complete, interesting, and completely justified rationale for their design concept.  | Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.  | Student turns in a complete design concept, but lacks a rationale.  | Student turns in a partial design concept.  |
| **Group Participation**  | Helps group stay focused and contributions greatly helped the group achieve its goals.  | Participates in group activities willingly, contributing some valuable work and/or suggestions.  | Participates in group activities. Did not distract others.  | Does not particpate willingly AND/OR distracts others from their task.  |
| **Model Accuracy**  | Model accurately reflects design elements and details seen in renderings.  | Model reflects most design elements & details seen in renderings.  | Model shows the basic set, but lacks many of the design details.  | No model OR model is seriously incomplete.  |
| **Neatness of Renderings**  | Renderings look professional. Clean, neat, no creases. Could be placed in a working portfolio.  | Renderings look clean, with barely noticeable smudges and creases.  | Renderings look like they have been revised frequently with a few noticeable eraser marks and creases. Needs redoing to put in portfolio.  | Renderings are dirty , smudged, and creased. They have not been done with pride.  |
| **Energy**  | Is quite enthusiastic about the project and stayed focused on the project at all work times.  | Shows enthusiasm and focus most of the time  | Student works but sometimes loses focus, becomes frustrated, OR needs frequent reminders.  | Student rarely works unless reminded or nagged.  |
| **Elevations**  | Student has provided multiple elevations.  | Student has provided a floor plan and a front elevation.  | Student has provided EITHER a floor plan OR a front elevation.  | Student has provided no elevations.  |

Date Created: **Mar 14, 2013 07:26 am (CDT)**