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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. |

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