

National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: HS Advanced III B

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Design Concept Presentation

Description: Students will create a design concept presentation for a published play. They will write a clear design concept that includes a description and reflection on the play’s theme and respond to questions from peers and teachers. They will include *all* technical elements of design – lighting, scenic, costume, props, sound, make-up and graphics – to describe the overall design concept. They will create three-to-five minute presentation of the design concept that includes written documentation, visual/audio/physical samples and/or digital artifacts. The purpose of this exercise is not to generate actual designs but to demonstrate the learner's ability to analyze the design requirements of the play and to create an overall concept for expressing the theme of the play through design.

Grade: HS Accomplished II

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2015-2016 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately 10-15 hours

To be determined by the individual teacher

Strategies for Embedding in Instruction [possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]

- Analyze a play to determine its theme and conduct dramaturgical research to understand more about it. (Connect/Research)
- Express your response to a play through design. (Respond/Interpret)
- Envision how to communicate meaning to an audience using the design elements of play production. (Create/Envision)
- Develop a design concept in writing and through creating a presentation. (Create/Develop)
- Conceptualize a design concept for a production. (Create/Conceptualize)
- Reflect on the theme, your design concept and your ideal representation of that concept if applied to a production to self-evaluate your design concept. (Respond/Reflect)
- Empathize with the audience to interpret the overall design as they will experience it. (Connect/Empathize)
- Prepare a design presentation for an audience to view. (Perform/Prepare)
- Share the design presentation with others. (Perform/Share)

Detailed Assessment Procedures [clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]

Introduction:

Prior to using this Model Cornerstone Assessment (MCA), all students should have received scaffolded instruction that would prepare them to achieve proficiency in this assessment. When assessing students, be sure to read all materials thoroughly and completely to ensure that the assessment is implemented as suggested. This Model Cornerstone Assessment may be used in a variety of ways including: lesson planning, instruction, pre- or post-assessment, formative, intermediate, or summative assessment, data for professional development, or in any way that the teacher might find useful.

Assessment Administration Expectations:

- Knowledge and skills assessed in this MCA should be taught in classroom instruction.
- When administering this MCA, supervision and safety should be paramount with adherence to all school, district, and state policies and procedures.
- Accommodations based on IEP or 504 plans should be strictly adhered to.
- Diversity, cultural, and religious mores may require modifications to this MCA.
- Student must be given a MCA task sheet, glossary, presentation checklist, and rubric prior to participating in the assessment.
- Students may write on, mark up, and/or highlight the task sheet, glossary, presentation checklist and rubric sheets.
- Teachers should review the glossary, presentation checklist, and scoring rubrics as well as the task with the students.
- Teachers should answer any clarifying questions students may have about the MCA.
- All MCAs should be recorded for scoring, professional development, and documentation purposes.
- Students are to be scored individually using the rubric as a scoring guide.
- Students should be allowed the time they need to complete the assessment as long as they are engaged in the process.

Detailed Assessment Procedures:

- Teachers should provide students with a selection of plays from which to choose.
- Teachers should provide each participating student with a copy of the play selected.
- Teachers should video-record the final design concept presentation.

Student Task Prompt:

Read and analyze a published play to determine the central theme of the play. Based on the defined theme, develop a design concept. Consider all the design elements – scenic, lighting, props, sound, make-up, costume and graphics – used for the production and the way or ways each can help to express the play’s theme.

Design Concept: A detailed explanation of the overall visual/audio experience of a production. It combines all aspects of theatrical design (scenic, lighting, costume, properties, make-up, sound and graphics) and integrates them to convey meaning to an audience.

You will be assessed in four key areas:

1. The overall thoroughness with which you align your design concept with the play’s theme.
2. The depth, thoroughness, and quality of your written description and justification of your design concept.
3. The quality of and thoroughness with which you prepared/selected your design samples.
4. The quality, thoroughness, and flow of your design presentation.

Your design presentation could include:

- Images, sketches, drawings, collage
- Physical or computer-generated models
- Mixed media displays (“design board” or poster)

Your design presentation could be given as a:

- Website, Prezi, or PowerPoint
- Computerized presentation using software programs available to you (CAD, Audacity, SketchUp, etc.)
- Electronic recording (iMovie, media player, YouTube, etc.)
- Lecture (like a TED Talk)

Remember to:

- State the theme of the play clearly and concisely.
- Consider all aspects of design (scenic, lighting, costume, properties, make-up, sound, graphics).
- Justify all of the decisions and choices you made to develop your design concept by aligning them with the script.
- Make your presentation interesting, as if you were “selling” your ideas to a producer and/or director.

Knowledge, Skills and Vocabulary [focusing on concepts required to successfully complete the task]

Key Vocabulary

Alignment	Justification	Sound
Audio	Lighting	Technical Elements
Costume	Make-up	Theme
Design Concept	Props	Visual
Dramaturgy	Scenic/Set	Zeitgeist

Knowledge and Skills [other than Key Vocabulary]

Students will:

- Understand design elements of play production.
- Derive a design concept for a given published play.
- Understand the use of a unified design concept to communicate to an audience.
- Create a visual/audio presentation to communicate a design concept.
- Develop and write a justification of the design concept based on the theme of the play.

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.*)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Written work

Hands on activities

Verbal Presentation

Resources [for task implementation]

Students will need the following materials and resources to complete this MCA:

- A classroom set of reproduced student tasks, checklist, and rubric.
- A copy of the play each student will use in this assessment.
- Writing materials and/or computer access.
- Various design tools and construction/craft materials.
- A means to video-record the presentation in one of the following formats: The final video for upload must be in one these formats: .mp4, .mov, .avi, .wmv; standard aspect ratios 4:3 or 16:9; frame rates >24fps; sound – mp3 or aac > 44.1kHz

Scoring Devices [rubrics, checklists, rating scales, etc. based on the Traits]

Design Concept Rubric
 Presentation Checklist (for student use)

Presentation Checklist – to be completed by student before presentation.

Your design concept presentation must include a written document that states the theme of the play, describes your design concept and explains the overall visual and audio composition for the proposed production. You must also give a live presentation that explains, describes and/or demonstrates your design concept. Use this checklist to insure that you've addressed all the requirements for both your writing and your presentation.

	Goals	Visual/Audio Samples	Components
Theme	Theme of the play is stated clearly and concisely	<ul style="list-style-type: none"> • Written statement • Multimedia presentation 	
Design Concept	Design Concept is aligned with the theme	<ul style="list-style-type: none"> • Written statement • Multimedia presentation 	
Design Presentation	All designed production components align with the Design Concept	<ul style="list-style-type: none"> • Written statement • Sketches, renderings, collage, models • Multimedia presentation 	Scenic Design
			Lighting Design
			Sound Design
			Costume Design
			Make-up Design
			Properties Design
Graphic Design			

Rubric

Evidence of learning: Design Concept presentation

(See Assessment Focus Chart for performance and anchor standards, process components, and key traitsfu)

	Above Standard	At Standard	Near Standard	Below Standard
Design Concept	All elements of design are aligned with and express the play's theme.	All elements of design are aligned with the play's theme.	All elements of design relate to the play's theme.	Elements of design respond inadequately and/or incompletely to the play's theme.
Written Documentation	<ul style="list-style-type: none"> States and contextualizes the theme of the play. Synthesizes relevant plot points, character traits and other textual information with the design. Justifies how the design concept integrates with the theme. Analyzes and contextualizes how each of the design elements integrates with the design concept. 	<ul style="list-style-type: none"> States the theme of the play clearly and concisely. Specifies relevant plot points, character traits and other textual information that affect the design. Specifies how the design concept aligns with the theme. Specifies how each design element aligns with the design concept. 	<ul style="list-style-type: none"> States the basic theme of the play. Describes how the design is affected by textual information. Describes how the design concept relates to the theme. Describes how each design element relates to the design concept. 	<ul style="list-style-type: none"> Describes aspects of the theme of the play. Mentions ways in which the design might be affected by textual information. Attempts to connect the design concept to the theme. Attempts to connect each design element to the design concept.
Visual / Audio / Physical Samples	<ul style="list-style-type: none"> Samples demonstrate a holistic interconnection with the theme of the play and with each other. Samples reflect research into the zeitgeist (spirit of the time and place) of the action/plot of the play. Samples are artistically prepared and engagingly presented. 	<ul style="list-style-type: none"> Samples relate clearly to the theme of the play and to each other. Samples reflect clearly research into the time and place of the action/plot of the play. Samples are well-prepared and well-presented. 	<ul style="list-style-type: none"> Samples relate tentatively to the theme of the play and to each other. Samples refer superficially to the time and place of the action/plot of the play. Samples are neat and organized. 	<ul style="list-style-type: none"> Samples show little relation to the theme of the play and to each other. Samples show limited connection to the time and place of the action/plot of the play. Samples are haphazard both in execution and in organization.
Presentation	<ul style="list-style-type: none"> Information is presented through an engaging, informative and well-ordered narrative. Visual and audio samples are detailed and integrated with the narrative. Illuminates the designer's vision of the play. 	<ul style="list-style-type: none"> Information is presented through a well-organized narrative. Visual and audio samples are thorough and well-organized. Communicates the designer's vision of the play. 	<ul style="list-style-type: none"> Information is presented as an oral paraphrase of the written documentation. Visual and audio samples are adequate and organized. Represents the designer's vision of the play. 	<ul style="list-style-type: none"> Written documentation is read aloud. Visual and audio samples are inadequate and/or incomplete and/or are disorganized. Suggests the designer's vision of the play.

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
CREATING					
Rehearse	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	<ul style="list-style-type: none"> Comprehend the concepts of theme, design concept, and visual representation. Understand technical aspects of play production: set, lighting, costume, make-up, and props as elements in a unified design concept that communicates with the audience. 	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
PERFORMING					
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Apply an audio component to the visual representation to enhance audience understanding of the unified design concept.	Apply technical elements and research to create a design that communicates the concept of a theatre/drama production.
RESPONDING					
Interpret	Theatre artists' interpretation of a drama/theatre work is influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret intent and meaning in artistic work.	Create a justification that aligns the play, its theme, the unified design concept, the technical aspects, and the visual/audio final product.	Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
CONNECTING					
Research	Theatre artists critically inquire into the ways others have thought about and created drama processes and productions as a way to inform their own work.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Apply the knowledge of theme, design concept, and technical aspects of play production through a visual representation.	Form a creative plan for a drama/theatre work based upon research

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*
(Anchor work to be collected and scored as MCA is piloted)

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