

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Designing for a Greek Myth

Artistic Discipline: Theatre

Grade Level: Grade 6

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Artistic Processes: Creating, Performing, Responding, Connecting

Task Description: Students will design sets or costumes for three scenes from Orpheus and Eurydice and submit a final presentation with set or costume designs for three scenes from Orpheus and Eurydice myth, including research and a vision statement addressing their designs.

Evidence of Student Learning Collected: PowerPoints addressing costume and scenic design and mood boards that include vision and research commentary.

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

ASSESSMENT TOOLS

Mood Board Rubric

Criteria	ABOVE STANDARD	AT STANDARD	APPROACHING STANDARD
Visual Presentation is complete, cohesive, and considers the design role in storytelling	The mood board exceeds the standard through the addition of elements such as extra designs or research elements; exceptional visual presentation; deeper expression of the vision statement or connection to character and storytelling	The mood board presentation contains all of the outlined elements and is easy to navigate. The choice of elements shows cohesion between characters and plot.	The mood board is missing some elements or the elements do not relate to each other. There is some consideration for the way the design helps to tell the story.
Vision Statement connects the student's point of view and the role of design in storytelling	The student provides additional written detail about their intention or the manner in which the design reflects character psychology and/or plot structure.	The student is able to articulate in words their intention of the design including its relation to the plot structure.	The vision statement contains some elements but lacks cohesion or detail about intention.

Final Design Presentation Rubric

Criteria	ABOVE STANDARD	AT STANDARD	APPROACHING STANDARD
Completeness Contains all elements: Designs for Three (3) Scenes Relevant Research for each Vision Statement for each	The presentation exceeds the standard through the addition of elements such as extra designs or research elements and/or exceptional visual presentation.	The final presentation contains designs for three scenes, the relevant research for elements in each scene, and a vision statement for each scene.	The final presentation is missing some elements of the designs, research, and/or vision statements.
Cohesion Elements have cohesion and unity to realize the vision	The design creates a clear and unified world that reflects in detail the psychology and journey of characters or the various locations through the beginning, middle, and end of the plot.	There is cohesion and unity between the final designs and the vision statement. The design considers elements of character psychology and/or plot considerations.	There is a lack of cohesion or unity between the elements. The statement may lack a point of view about the way in which the design reflects the character journey or plot.

Illustrating the Process:

Samples of Student Work

- **Student 6**
 - PowerPoint Costume Design Presentation, with vision statements: [TH-RC-G6-06-P](#)
 - PowerPoint Costume Mood Boards Presentation: [TH-RC-G6-06-P](#)
- **Student 9**
 - PowerPoint Costume Design Presentation, with vision statements: [TH-RC-G6-09-P](#)
 - PowerPoint Costume Mood Boards Presentation: [TH-RC-G6-09-P](#)