

National Coalition for Core Arts Standards Model Cornerstone Assessment Theatre: High School Proficient

Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.

Discipline: Theatre

Artistic Processes: Creating, Connecting, Responding

Title: Scenic Design

Assessment Task Description: Students will create a scenic design portfolio for an adapted fairy tale. They will identify and research a design concept based on a specific time period/genre in which they will adapt the fairy tale. They will construct a mood board and apply the elements of design – color, line, shape, texture, space/mass and position – to create a scale ground plan and to sketch a rendering of their design. They will create a portfolio that includes the design concept, mood board, research, ground plan and renderings.

Grade: High School, Proficient

In this MCA you will find:

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessment rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart

Estimate Time for Teaching and Assessment:

(number of weeks of instruction, number of sessions each week, length of each session)

Approximately 3 weeks of instruction, 5 sessions each week each 55 minutes long

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Part I (early instruction)

1. Analyze the scenic requirements for the selected fairy tale.
2. Apply basic research techniques to understand the selected time period/genre in which the fairy tale will be adapted for.
3. Apply script analysis to create a design concept statement.
4. Construct a mood board to represent the aesthetics of the time period/genre and the aesthetics of the fairy tale in relation to the design concept.
5. Identify elements of design – color, line, shape, texture, space/mass and position – within the mood board.
6. Create a rendering of the scenic design.
7. Create a ¼” scale ground plan of the scenic design.
8. Prepare a scenic design portfolio in a Power Point presentation of design concept, mood board, research, rendering, and ground plan.

Performance Standards connecting to the task

What are the criteria for meeting standard? How will you evaluate student work/learning for this task?

Students will complete a script analysis worksheet based on scenic requirements and determine how the scenic requirements will be adapted for their specific time period/genre.

Students will conduct research based on the selected time period/genre in which they will be adapting their fairy tale. (TH: Cr 1.1.Ia and TH:Pr5.1.Ib)

Students will develop a design concept based on scenic choices and historical references which will support the story and emotional impact of the piece. (TH: Cr 3.1.Ic)

Students will construct a mood board digitally through PowerPoint or Google Slides. These will be utilized in their Scenic Design Portfolio as the summative assessment for their ability to apply their research to construct ideas about the visual composition of their design. (TH: Cr 1.I.a)

In preparation for creating their scale ground plan and rendering of their scenic design, students should have previously been introduced to the elements of design (color, line, shape, texture, space/mass and position) to ensure original and unified design choices. The rendering and ground plan will be used in the Scenic Design Portfolio as the summative assessment for their work to create an impactful scenic design. (TH: Pr5. 1. I.b)

The Scenic Design Portfolio complies the design concept, mood boards, research, ground plan and rendering. Design choices in the portfolio must be supported using script analysis, time period/genre research. After sharing the portfolios, students will reflect upon the effectiveness of each design concept and how the scenic design relates to the concept. This portion of the assessment could be through both peer and self evaluation. (TH: Re9.1.Ib, TH:Re7.1.Ia)

Required Prior Knowledge, Skills and Vocabulary

Desired Prior Knowledge

1. Students will have been previously introduced to the elements of design (color, line, shape, texture, space/mass and position)
2. Students will have been previously introduced to script analysis.

Key Vocabulary

- Script Analysis
- Design Concept
- Elements of Design (color, line, shape, texture, space, form)
- Set Dressings
- Rendering
- Scale ground plan
- Mood board
- Cohesion
- Dramaturgical research
- Artistic Portfolio
- Artistic Reflection

Knowledge & Skills

Students will:

- Analyze a fairy tale and adapt the given story for a specific time period/genre in order to create a scenic design.
- Create a design concept for their adaptation.
- Apply and/or synthesize research and analysis and the elements of design to create an original cohesive design concept and scenic design.
- Justify design choices in their Scenic Design Portfolio.

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

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

- Alternative to scale ground plan would be to create the ground plan with Lego or building blocks or to provide a scale ruler. Additional alternative to scale ground plan could be the use of online drawing applications such as Sketch up.
- Alternative to written script analysis could be oral analysis or one-on-one analysis with the teacher.
- Alternative to historical research would be to lessen the required number of visual references or to permit the student to adapt to modern day.
- Alternative to selecting visual references for the entire story would be to focus student on one scene.

Resource:

- *Script analysis could be broken into smaller chunks and student could analyze a simplified version of the fairy tale.*
- *Students may utilize a variety of mediums to complete their scale ground plan and rendering such as Sketch Up, Photoshop, or a variety of drawing applications available online.*

Resource:

Resources and materials needed *[for task implementation]*

- Copies of fairy tales' students will read and adapt.
- Handouts for each student: including script analysis, portfolio evaluation
- Writing and portfolio materials, computers and/or internet access.
- Elements of Design Handout including all elements, texture samples, color wheels, etc.
- For Ground plan & Rendering
 - Rulers
 - Blank paper
 - Tape
 - Pencils and other coloring materials

Assessment Tools (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks)

- Scenic Script Analysis worksheet
- Design Concept Rubric
- Historical/Genre Research Checklist & Rubric
- Rendering Rubric
- Mood Board Checklist & Rubric
- Ground plan Rubric
- Scenic Design Portfolio Rubric
- Self-Evaluation & Rubric

Assessment Focus

(complete one row for each performance standard aligned to this MCA)

Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Grade Level Performance Standard	Type of Assessment Tool (e.g. checklist, teacher observation, rubric)
CREATING: Generate & conceptualize	Theatre artists rely on intuition, curiosity and critical inquiry	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work	High School Proficient	TH:cr1.1.1a – apply basic research to construct ideas about the visual composition of a drama/theatre work. ASSESSMENT –Design concept rubric, Script Analysis Checklist, research checklist, portfolio rubric
CREATING: Refine & complete	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Refine and complete artist work	High School Proficient	TH: Cr3.1.1c – refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. ASSESSMENT – Rendering Rubric, Ground plan Rubric, Props List Rubric
PERFORMING: Develop & refine	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.	High School Proficient	TH:Pr5.1.1b – use researched technical elements to increase the impact of design for a drama/theatre production. ASSESSMENT – Scenic Design Portfolio Rubric, Mood Board Rubric
RESPONDING: Apply criteria	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	High School Proficient	Th:Re9.1.1b – consider the aesthetics of the production elements in a drama/theatre work. ASSESSMENT – Peer and Self Evaluations
RESPONDING: Perceive and analyze	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Perceive and analyze artistic work.	High School Proficient	Th:Re7.1.1a – Respond to what is seen, felt and heard in a drama/theatre work to develop criteria for artistic choices.

Benchmarked Student Work: Click on the links below to view benchmarked student work assessed using the summative rubrics contained in this MCA

ABOVE STANDARD STUDENT WORK

AT STANDARD STUDENT WORK

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NOTE: This MCA format represents an update to the [National Coalition for Core Arts Standards Model Cornerstone Assessment template](#)
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