National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: HS Accomplished II

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 describe the theme of the play, think about and write a clear design concept and respond to questions from peers and teachers. They will describe two elements of theatrical design – scenic & lighting or costume & make-up – in their design concept presentation. They will create a presentation of the design concept that must include written documentation and visual/audio samples, multimedia 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:

- Strategies for Embedding in Instruction
- Detailed Assessment Procedures
- Knowledge, Skills and Vocabulary
- Differentiation Strategies
- Strategies for Inclusion
- Suggested Scoring Devices
- Resources needed for task implementation
- Assessment Focus Chart
- Benchmarked Student Work

Estimate Time for Teaching and Assessment:
(Note: 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 limited selection of plays from which to choose.
- Teachers should provide each student involved 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 theme of the play develop a design concept for the play. Consider two design elements – scenic & lighting or costume & makeup – used for the production and the way or ways each can help to express the theme of the play.

Design Concept: A detailed explanation of the overall visual experience of a production. It combines two aspects of theatrical design (scenic & lighting or costume & make-up) 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 both aspects of design (scenic & lighting or costume & make-up).
- 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:

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

Resource:
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 ensure that you’ve addressed all the requirements for both your writing and your presentation.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Visual/Audio Samples</th>
<th>Design Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Theme of the play is stated clearly and concisely</td>
<td></td>
</tr>
<tr>
<td>• Written statement</td>
<td>• Multimedia presentation</td>
<td></td>
</tr>
<tr>
<td>Design Concept</td>
<td>Design Concept is aligned with the theme</td>
<td></td>
</tr>
<tr>
<td>• Written statement</td>
<td>• Multimedia presentation</td>
<td></td>
</tr>
<tr>
<td>Design Presentation</td>
<td>All designed production components align with the Design Concept</td>
<td></td>
</tr>
<tr>
<td>• Written statement</td>
<td>• Sketches, Renderings, Collage, Models</td>
<td>Scenic &amp; Lighting</td>
</tr>
<tr>
<td>• Multimedia presentation</td>
<td></td>
<td>Costume &amp; Makeup</td>
</tr>
</tbody>
</table>

Brought to you by EdTA.
<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>At Standard</th>
<th>Near Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Concept</strong></td>
<td>All elements of design are aligned with and express the play's theme.</td>
<td>All elements of design are aligned with the play's theme.</td>
<td>All elements of design relate to the play's theme.</td>
<td>Elements of design respond inadequately and/or incompletely to the play's theme.</td>
</tr>
<tr>
<td><strong>Written Documentation</strong></td>
<td>• States and contextualizes the theme of the play.</td>
<td>• States the theme of the play clearly and concisely.</td>
<td>• States the basic theme of the play.</td>
<td>• Describes aspects of the theme of the play.</td>
</tr>
<tr>
<td></td>
<td>• Synthesizes relevant plot points, character traits and other textual information with the design.</td>
<td>• Specifies relevant plot points, character traits and other textual information that affect the design.</td>
<td>• Describes how the design is affected by textual information.</td>
<td>• Mentions ways in which the design might be affected by textual information.</td>
</tr>
<tr>
<td></td>
<td>• Justifies how the design concept integrates with the theme.</td>
<td>• Specifies how the design concept aligns with the theme.</td>
<td>• Describes how the design concept relates to the theme.</td>
<td>• Attempts to connect the design concept to the theme.</td>
</tr>
<tr>
<td></td>
<td>• Analyzes and contextualizes how each of the design elements integrates with the design concept.</td>
<td>• Specifies how each design element aligns with the design concept.</td>
<td>• Describes how each design element relates to the design concept.</td>
<td>• Attempts to connect each design element to the design concept.</td>
</tr>
<tr>
<td><strong>Visual Samples</strong></td>
<td>• Samples demonstrate a holistic interconnection with the theme of the play and to each other.</td>
<td>• Samples relate clearly to the theme of the play and to each other.</td>
<td>• Samples relate tentatively to the theme of the play and to each other.</td>
<td>• Samples show little relation to the theme of the play and to each other.</td>
</tr>
<tr>
<td></td>
<td>• Samples reflect research into the zeitgeist (spirit of the time and place) of the action/plot of the play.</td>
<td>• Samples reflect clearly research into the time and place of the action/plot of the play.</td>
<td>• Samples refer superficially to the time and place of the action/plot of the play.</td>
<td>• Samples show limited connection to the time and place of the action/plot of the play.</td>
</tr>
<tr>
<td></td>
<td>• Samples are artistically prepared and engagingly presented.</td>
<td>• Samples are well-prepared and well-presented.</td>
<td>• Samples are neat and organized.</td>
<td>• Samples are haphazard, both in execution and in organization.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>• Information is presented through an engaging, informative and well-ordered narrative.</td>
<td>• Information is presented through a well-organized narrative.</td>
<td>• Information is presented as an oral paraphrase of the written documentation.</td>
<td>• Written documentation is read aloud.</td>
</tr>
<tr>
<td></td>
<td>• Visual and audio samples are detailed and integrated with the narrative.</td>
<td>• Visual and audio samples are thorough and well-organized.</td>
<td>• Visual and audio samples are adequate and organized.</td>
<td>• Visual and audio samples are inadequate and/or incomplete and/or are disorganized.</td>
</tr>
<tr>
<td></td>
<td>• Illuminates the designer's vision of the play.</td>
<td>• Communicates the designer's vision of the play.</td>
<td>• Represents the designer's vision of the play.</td>
<td>• Suggests the designer's vision of the play.</td>
</tr>
<tr>
<td>Assessment Focus</td>
<td>Artistic Process or Process Components</td>
<td>Enduring Understandings</td>
<td>Essential Questions</td>
<td>Anchor Standards</td>
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<tr>
<td><strong>CREATING</strong></td>
<td><strong>Rehearse</strong></td>
<td>Theatre artists refine their work and practice their craft through rehearsal.</td>
<td>How do theatre artists transform and edit their initial ideas?</td>
<td>Refine and complete artistic work.</td>
</tr>
<tr>
<td><strong>PERFORMING</strong></td>
<td><strong>Prepare</strong></td>
<td>Theatre artists develop personal processes and skills for a performance or design.</td>
<td>What can I do to fully prepare a performance or technical design?</td>
<td>Develop and refine artistic techniques and work for presentation.</td>
</tr>
<tr>
<td><strong>RESPONDING</strong></td>
<td><strong>Interpret</strong></td>
<td>Theatre artists’ interpretation of a drama/theatre work is influenced by personal experiences and aesthetics.</td>
<td>How can the same work of art communicate different messages to different people?</td>
<td>Interpret intent and meaning in artistic work.</td>
</tr>
<tr>
<td><strong>CONNECTING</strong></td>
<td><strong>Research</strong></td>
<td>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.</td>
<td>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</td>
<td>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</td>
</tr>
</tbody>
</table>

**Benchmarked Student Work** [Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]

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