

# Prop Construction



Student(s):  
Selection:

School:  
Troupe:

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Presentation</b> Explanation of the executed design, unifying concept, creative decisions, and process.  <b>Comment:</b>	Presentation <b>thoroughly explains</b> the functional and aesthetic role of the executed design and the creative process, demonstrating an <b>in depth understanding</b> of their contribution to the unifying concept.	Presentation <b>explains</b> the functional and aesthetic role of the executed design, and the creative process, demonstrating an <b>understanding</b> of their contribution to the unifying concept.	Presentation offers a <b>limited</b> explanation of the functional and aesthetic role of the executed design and/or creative process, demonstrating a <b>partial understanding</b> of their contribution to the unifying concept.	Presentation offers <b>little or no explanation</b> of the creative process and/or fails to explain the executed design and their contribution.	
<b>Research</b> Evidence of research of the given circumstances of the script as well as artistic and practical needs which impact the design.  <b>Comment:</b>	Comprehensive and detailed <b>research addresses</b> the artistic and practical needs of the production and illuminates the unifying concept.	Thorough research addresses the artistic and practical needs of the production and aligns with the unifying concept.	Limited <b>research partially</b> addresses the artistic and practical needs of the production and/or <b>inconsistently</b> supports the unifying concept.	<b>Research fails to address</b> the artistic and practical needs of the production and/or lacks alignment with the unifying concept.	
<b>Interpretation</b> Design choices merge the unifying concept with the designer's unique vision.  <b>Comment:</b>	<b>Design choices powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play, and demonstrate a unique voice.	<b>Design choices communicate</b> the mood, style, period, locale, and genre of the play and align with the given circumstances.	<b>Design choices partially communicate</b> the mood, style, period, locale, and genre of the play and do not distract from the given circumstances.	Design choices fail to <b>communicate</b> the mood, style, period, locale, and genre of the play; choices may or may not support the given circumstances.	

**Design Justification**  
Connecting the design choices to the artistic and practical needs of the production.

**Comprehensive explanations** justify the design choices, **illuminating** the connection between the artistic and practical needs of the production.

**Appropriate explanations** justify the design choices and **demonstrate** the connection with the artistic and practical needs of the production.

**Partial explanations somewhat connect** the design choices with the artistic and practical needs of the production.

**Limited explanations fail to make the connection** between the design choices and the artistic and practical needs of the production.

**Comment**

<b>Execution</b> Products presented convey ideas and choices that support the script and unifying concept.  <b>Comment:</b>	<b>Detailed products communicate and enhance</b> artistic ideas and choices to provide <b>exceptional</b> support for the script and unifying concept.	Products <b>communicate</b> artistic ideas and choices that support the script and unifying concept.	Products <b>partially communicate</b> artistic ideas and choices and/or <b>inconsistently</b> support the script and unifying concept.	Products <b>lack a clear focus and/or fail to support the artistic ideas and choices, script and/or unifying concept.</b>	
<b>RATING</b> (Please circle)	<b>4   Superior</b> (Score of 20-18)	<b>3   Excellent</b> (Score of 17-13)	<b>2   Good</b> (Score of 12-8)	<b>1   Fair</b> (Score of 7-5)	<b>TOTAL SCORE</b>

Judge's name (Please print)

Judge's signature

# Props Design

# Rubric



THE INTERNATIONAL THESPIAN  
EXCELLENCE AWARDS

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Student(s):

School:

Selection:

Troupe:

Skills	<b>4   Superior</b> Above standard	<b>3   Excellent</b> At standard	<b>2   Good</b> Near standard	<b>1   Fair</b> Aspiring to standard	SCORE
<b>Job Understanding</b> Articulation of the prop designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process	Articulates a comprehensive understanding of the prop designer's role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process.	Articulates an appropriate understanding of the prop designer's role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a partial understanding of the prop designer's role and job responsibilities; inconsistently presents and explains the executed design, creative decisions, and/or collaborative process.	Articulates little understanding of the prop designer's role and job responsibilities; does not adequately present and explain an executed design, creative decisions, or the collaborative process.	
<b>Comment:</b>					
<b>Design, Research, and Analysis</b> Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the scenic design and unifying concept.	A well-conceived prop design, detailed research, and thorough script analysis clearly addresses the artistic and practical needs of the production and consistently supports the unifying concept.	A complete prop design, appropriate research, and adequate script analysis addresses the artistic and practical needs of the production and supports the unifying concept.	A partial prop design, basic research, and inconsistent script analysis somewhat addresses the artistic and practical needs of the production and/or inconsistently supports the unifying concept.	An incomplete prop design, lacking research, and script analysis which rarely addresses the artistic and practical needs of the production or supports the unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Prop design choices that reflect the mood, style, period, locale, and genre of the play.	Prop design choices thoroughly enhance and communicate the mood, style, period, locale, and genre of the play.	Prop design choices adequately enhance and communicate the mood, style, period, locale, and genre of the play.	Prop design choices somewhat communicate the mood, style, period, locale, and genre of the play.	Prop design lacks choices that communicate the mood, style, period, locale, and genre of the play	
<b>Comment:</b>					

<b>Design Justification</b> Connecting the design choices to the artistic and practical needs of the production.	<b>Comprehensive explanations</b> justify the design choices, <b>illuminating</b> the connection between the artistic and practical needs of the production.	<b>Appropriate explanations</b> justify the design choices and <b>demonstrate</b> the connection with the artistic and practical needs of the production.	<b>Partial explanations somewhat connect</b> the design choices with the artistic and practical needs of the production.	<b>Limited explanations fail to make the connection</b> between the design choices and the artistic and practical needs of the production.	
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Comment:

<b>Presentation</b> Explanation of the executed design, unifying concept, creative decisions, and process.	Presentation <b>thoroughly explains</b> the functional and aesthetic role of the executed prop design and the creative process, demonstrating an <b>in depth understanding</b> of their contribution to the unifying concept.	Presentation <b>explains</b> the functional and aesthetic role of the executed prop design and the creative process, demonstrating an <b>understanding</b> of their contribution to the unifying concept.	Presentation offers a <b>limited</b> explanation of the functional and aesthetic role of the executed prop design, demonstrating a <b>partial understanding</b> of their contribution to the unifying concept.	Presentation offers <b>little or no explanation</b> of functional and aesthetic role of the executed prop design, demonstrating a <b>limited understanding</b> of their contribution to the unifying concept.	
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Comment:

<b>RATING</b> <small>(Please circle)</small>	<b>4   Superior</b> <small>(Score of 20-18)</small>	<b>3   Excellent</b> <small>(Score of 17-13)</small>	<b>2   Good</b> <small>(Score of 12-8)</small>	<b>1   Fair</b> <small>(Score of 7-5)</small>	<b>TOTAL SCORE</b>
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\_\_\_\_\_  
 Judge's name (please print)

\_\_\_\_\_  
 Judge's signature

ATTENTION TABULATION ROOM: Please note the following:

Timing Issue: (\_\_\_\_mm\_\_\_\_ss)

Rule Violation: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_

Other Comments:

This rubric should not be considered an assessment of student learning. However, it can serve as a model for designing curriculum-based performance assessments and for this reason, alignment to the National Core Standards has been indicated on this form.

For examples of standards aligned to the Thespy rubrics, see the alignment chart on Theatre Educator Pro: <https://learn.schooltheatre.org/resources>

To access the full descriptions of the above and all the Core Theatre Standards go to: [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

For additional Standards resources visit: [www.schooltheatre.org/advocacy/standardsresources](http://www.schooltheatre.org/advocacy/standardsresources)

Optional aligned state standards: TH:Cr2.1.II.a, TH:Cr2.1.II.b, TH:Cr3.1.II.a, TH:Pr6.1.II.a, TH: Re7.1.II.a, TH:Re8.1.II.a, TH:Cn11.1.II.a.

State standards website: \_\_\_\_\_