

# Makeup Design

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Student(s): \_\_\_\_\_ School: \_\_\_\_\_

Selection: \_\_\_\_\_ Troupe: \_\_\_\_\_

SKILLS	4   Superior Above standard	3   Excellent At standard	2   Good Near standard	1   Fair Aspiring to standard	SCORE
<b>Job Understanding and Interview</b> Articulation of the makeup designer's role and specific job responsibilities; presentation and explanation of the executed design, creative decisions, and collaborative process.	Articulates a <b>comprehensive understanding of the makeup designer's role</b> and job responsibilities; <b>thoroughly presents and explains</b> the executed design, creative decisions, and collaborative process.	Articulates an <b>understanding of the makeup designer's role</b> and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process.	Articulates a <b>partial understanding of the makeup designer's role</b> and job responsibilities; <b>inconsistently presents and explains</b> the executed design, creative decisions and/or collaborative process.	Articulates <b>little understanding of the makeup designer's role</b> and job responsibilities; <b>does not explain</b> an executed design, creative decisions or 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 makeup design and unifying concept.	A well-conceived set of makeup designs, <b>detailed research, and thorough script and character analysis</b> address the artistic and practical needs of the character and enhance the unifying concept.	Makeup designs, <b>research, script and character analysis address the artistic and practical needs</b> of the character and illustrate a unifying concept.	<b>Incomplete makeup designs, research, character and script analysis somewhat address</b> the artistic and practical needs of the character and/or <b>inconsistently support</b> the unifying concept.	The <b>makeup designs, research, and analysis of the script and character do not address</b> the artistic and practical needs of the character and/or lack a unifying concept.	
<b>Comment:</b>					
<b>Artistic Interpretation</b> Makeup design choices reflect the mood, style, period, locale, and genre of the play.	<b>Makeup design choices powerfully enhance and communicate</b> the mood, style, period, locale, and genre of the play.	<b>Makeup design choices communicate</b> the mood, style, period, locale, and genre of the play.	<b>Makeup design choices somewhat communicate</b> the mood, style, period, locale, and genre of the play.	Makeup designs are limited and/or <b>fail to support or communicate</b> the mood, style, period, locale, and genre of the play.	
<b>Comment:</b>					
<b>Execution</b> Renderings and binder convey ideas, products and choices that support the script and unifying concept.	Detailed renderings and binder communicate and enhance artistic ideas and choices to provide exceptional support for the script and unifying concept.	Renderings and binder communicate artistic ideas and choices that support the script and unifying concept.	Renderings and binder inconsistently communicate artistic ideas and choices that support the script and unifying concept.	Renderings and binder lack a clear focus and/or fail to support the artistic ideas and choices, script and unifying concept.	
<b>Comment:</b>					

<b>RATING</b> (Please circle)	<b>4   Superior</b> (16-14)	<b>3   Excellent</b> (13-10)	<b>2   Good</b> (9-6)	<b>1   Fair</b> (5-4)	<b>TOTAL</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.

Example National Core Theatre Standards aligned to this rubric: TH:Cr3.1.1.a, TH:Cr3.1.1.b, TH:Pr4.1.1.a, H:Pr6.1.1.a

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: \_\_\_\_\_

State Standards website: \_\_\_\_\_