# Makeup Design

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**Student(s):**

**School:**

**Selection:**

**Troupe:**

## SKILLS

|        | **4 | Superior** | **3 | Excellent** | **2 | Good** | **1 | Fair** | **SCORE** |
|--------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **Job Understanding and Interview** | Articulates a comprehensive understanding of the makeup designer’s role and job responsibilities; adequately presents and explains the executed design, creative decisions, and collaborative process. | Articulates an understanding of the makeup designer’s role and job responsibilities; thoroughly presents and explains the executed design, creative decisions, and collaborative process. | Articulates a partial understanding of the makeup designer’s role and job responsibilities; inconsistently presents and explains the executed design, creative decisions, and collaborative process. | Articulates little understanding of the makeup designer’s role and job responsibilities; does not explain an executed design, creative decisions or collaborative process. |
| **Design, Research, and Analysis** | A well-conceived set of makeup designs, detailed research, and thorough script and character analysis address the artistic and practical needs of the character and enhance the unifying concept. | Makeup designs, research, script and character analysis address the artistic and practical needs of the character and illustrate a unifying concept. | Incomplete makeup designs, research, character and script analysis somewhat address the artistic and practical needs of the character and/or inconsistently support the unifying concept. | The makeup designs, research, and analysis of the script and character do not address the artistic and practical needs of the character and/or lack a unifying concept. |
| **Artistic Interpretation** | Makeup design choices powerfully enhance and communicate the mood, style, period, locale, and genre of the play. | Makeup design choices communicate the mood, style, period, locale, and genre of the play. | Makeup design choices somewhat communicate the mood, style, period, locale, and genre of the play. | Makeup designs are limited and/or fail to support or communicate the mood, style, period, locale, and genre of the play. |
| **Execution** | Detailed renderings and binder convey ideas, products and choices that support 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. |

**Comment:**

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**Design, Research, and Analysis**

Design, research and analysis addresses the artistic and practical needs (given circumstances) of the script to support the makeup design and unifying concept.

**Comment:**

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**Artistic Interpretation**

Makeup design choices reflect the mood, style, period, locale, and genre of the play.

**Comment:**

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**Execution**

Renderings and binder convey ideas, products and choices that support the script and unifying concept.

**Comment:**
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.I.a, TH:Cr3.1.I.b, TH:Pr4.1.I.a, H:Pr6.1.I.a

To access the full descriptions of the above and all the Core Theatre Standards go to: www.nationalartsstandards.org

For additional Standards resources visit: www.schooltheatre.org/advocacy/standardsresources

Optional aligned state standards: ____________________________________________

State Standards website: _________________________________________________