

Name: \_\_\_\_\_

MYP ARTS RUBRICS: Stagecraft

Due Date: \_\_\_\_\_

Assignment: Final Set Design Project (**RESEARCH & INSPIRATION**)

**CRITERION A: Knowing & Understanding**

Maximum: 8

Your Score: \_\_\_\_\_

**Students should be able to:**

- demonstrate knowledge and understanding of the art form researched, including concepts, processes, and specific terminology
- demonstrate understanding of the role of the art form in original or displaced contexts (**Demonstrates an understanding of the script and "what" to research as a result of reading the script**)
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork (**Research can inspire Design**)

**CRITERION C: Thinking Creatively**

Maximum: 8

Your Score: \_\_\_\_\_

**Students should be able to:**

- develop a feasible, clear, imaginative, and coherent artistic intention (**Design Concept**)
- demonstrate a range and depth of creating-thinking behaviors (**Width & Depth of Research**)
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization (**Inspiration**)

IB / %	Level Descriptor
<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1</b> (65-69%) <b>2</b> (70-72%)	<input type="checkbox"/> demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology <input type="checkbox"/> demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
<b>3</b> (73-79%) <b>4</b> (80-82%)	<input type="checkbox"/> demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology <input type="checkbox"/> demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
<b>5</b> (83-89%) <b>6</b> (90-92%)	<input type="checkbox"/> demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology <input type="checkbox"/> demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
<b>7</b> (93-97%) <b>8</b> (98-100)	<input type="checkbox"/> demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology <input type="checkbox"/> demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts <input type="checkbox"/> demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

IB / %	Level Descriptor
<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1</b> (65-69%) <b>2</b> (70-72%)	<input type="checkbox"/> develops a <b>limited</b> artistic intention that is rarely feasible, clear, imaginative <b>or</b> coherent <input type="checkbox"/> demonstrates <b>limited</b> range <b>or</b> depth of creative-thinking behaviors <input type="checkbox"/> demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization
<b>3</b> (73-79%) <b>4</b> (80-82%)	<input type="checkbox"/> develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent <input type="checkbox"/> demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviors <input type="checkbox"/> demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization
<b>5</b> (83-89%) <b>6</b> (90-92%)	<input type="checkbox"/> develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent <input type="checkbox"/> demonstrates a <b>substantial</b> range and depth of creative thinking behaviors <input type="checkbox"/> demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization
<b>7</b> (93-97%) <b>8</b> (98-100)	<input type="checkbox"/> develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent <input type="checkbox"/> demonstrates an <b>excellent</b> range and depth of creative thinking behaviors <input type="checkbox"/> demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> point of realization

**Write YOUR name on the back of all of YOUR Inspiration Images as well as you relevant & credible research. BRING ALL Research & Inspiration to your group's DESIGN MEETING, along with this Rubric.**