

National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: HS Accomplished II

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Visual/Aural Composition of Design Concept

Description: Students will create a visual/aural composition of a design concept from a familiar published play. They will describe the theme of the play, think about and write a clear design concept, share thoughts and notes with a peer partner for feedback, and answer questions about the design concept. They will include all technical elements of design: lighting, set, costumes, props, sound, make-up and think about how those might be used in the design concept. They will then create a visual and aural composition of the design concept, and write an alignment justification of the theme, design concept, technical elements, and visual/aural composition.

Grade: HS Accomplished II

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. 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]*

1. Research plays, theme, technical elements of play production, design concepts, and visual/aural composition. (Connect/Research)
2. Interpret the play to understand the theme. (Respond/Interpret)
3. Envision how to communicate meaning and emotion to an audience using technical elements of play production. (Create/Envision)
4. Develop a design concept in writing and through a visual/aural composition. (Create/Develop)
5. Conceptualize a visual/aural composition that illustrates the design concept to an audience. (Create/Conceptualize)
6. Reflect on the theme, your design concept, your ideal representation of that concept, and the visual/aural final product. (Respond/Reflect)
7. Rehearse on paper and verbally with a peer, thoughts on theme, design concept, and technical elements of play production from a specific play. (Create/Rehearse)
8. Empathize with the audience to interpret the visual/aural composition as they will view it. (Connect/Empathize)
9. Prepare a visual and aural composition for an audience to view. (Perform/Prepare)
10. Share the visual and aural final product 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, student note sheet, student response sheet, and rubric prior to participating in the assessment.
- Students may write on, mark up, and/or highlight the task sheet, glossary, student note sheet, student response sheet, and rubric sheets.

- Teachers should review the glossary, student note sheet, student response sheet, and scoring rubrics as well as the task with the students orally.
- 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 on the rubric.
- 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 may assign a partnership of students to communicate their design concepts and provide feedback.
- Teachers may assign all students the same play to read for this assessment, use a play that has been previously studied in class or ask students to bring a play to class that they have read.
- Teachers should be sure that all students have access to the play they are using for the assessment as they work through the assessment.
- Teachers should record the final visual representation with its aural component.
- The teacher should hand the documents to each student and read them aloud as the students read silently.

Student Task Prompt:

Select a play you are familiar with. This must be a published play, however it may be a one act play.

Analyze, synthesis, and interpret the script of the play to decide the central theme of the play. Based on the theme of the play write a design concept for this play. Consider all technical elements: set, lighting, props, sound, make-up, and costumes used in design.

Make a connection between each of the technical elements and the design concept. Devise a visual/aural composition of the design concept that enhances communication to an audience. Write a justification that aligns the theme, design concept, technical elements of production, and visual/aural composition.

Design Concept: The overall visual/aural theme for a combined theatrical design including lights, sets, costumes, make-up, props, and sound working together to convey meaning to an audience. It is a visual/aural way of expressing how the technical elements will communicate the central theme of the play to the audience.

1. Select a play you are familiar with and have the script available to you during the assessment.
2. State the theme of the play and the design concept in writing.
3. Make notes about your thoughts on the design concept and how it helps to illustrate the theme of the play.
4. Make notes on how you could communicate your design concept to an audience using the technical elements of play productions: set, lighting, costumes, sound, props, and make-up.
5. Describe the theme of the play, your design concept, and how you will convey that concept to a peer in class for feedback.
6. Listen to any feedback from your partner and take notes.
7. Reflect personally on the first draft of your theme and design concept.
8. Using your notes, feedback from your partner, and personal reflections revise your first draft of the theme and design concept into a final clear and concise statements which can be supported by evidence from the play.
9. Give that support in writing. (see Student Note Sheet)

10. Answer the following questions to help you in the creation of a visual/aural final product that expresses your design concept to an audience. (see Student Response Sheet)
- What is the name of the play and who is the author?
 - What is the theme of this play?
 - What aspects of my design concept can I communicate visually and aurally?
 - How can I express the emotions and convey the meaning of the play visually?
 - How can I use color to help express and convey the design concept to the audience?
 - What are the given circumstances of this play: time period, season of the year, interior/exterior, country/city, comedy/tragedy, etc. and how do they impact the design concept?
 - How could lighting express and convey the design concept to the audience?
 - What geometrical shapes might help communicate the design concept?
 - What textures might help convey emotion or meaning to the audience?
 - Which materials might be used to express the design concept? (rubber, metal, silk, denim, wood, etc.)
 - What types of found objects might be used to express the design concept? (chain, soda cans, paper clips, paper, cords, boxes, ruler, hanger, yarn, mirror, ball, plate, etc.)
 - Which sounds might evoke the design concept to an audience?
 - Which large items might be used to communicate the design concept? (furniture, architectural pieces, fabrics, accessories, household items, etc.)
11. Using technical elements (lighting, sound, set, props, costumes, make-up), the answers to your questions above, and your written theme/design concept create a visual/aural composition of your design concept.
- You must:
- a. Describe in writing using specific detail your unified design concept for this play.
 - b. Describe in detailed writing your plan to create the composition.
 - c. List the ways that technical elements of play production (set, lighting, costume, make-up, props, and sound) may be used to illustrate your design concept to an audience.
 - d. Create a visual/aural composition of your design concept.
- You may express your visual/aural composition in any of the ways or combination of ways listed below:
- a. Create on paper, poster board, or foam core using various materials.
 - b. Draw a picture or sketch to represent the design concept.
 - c. Create a three dimensional model (on any or all technical aspects including set and costumes) as a representation of the design concept.
 - d. Create a mixed media (material, paper, crayon, paint, pictures, gels, etc.) to illustrate your design concept.
 - e. Create a website, Prezi, or PowerPoint that represents the design concept.
 - f. Create a computerized composition using software programs available to you (CAD, Audacity, SketchUp, etc.).
 - g. Create an electronic recording (iMovie, media player, YouTube, etc.) that represents the design concept.
12. Put a sound or music background to the visual/aural composition that will enhance the design concept.
13. Write a clear and concise justification and alignment of the play, its theme, your design concept, your ideal representation of that concept, and the visual/aural final product.
14. Turn in all prep work for the final product including the Student Worksheet, Student Response Sheet, notes, first drafts, attempts

on the visual/aural composition prior to the final product, everything that will show your thought process and planning.

BE SURE TO:

- State your theme and design concept fully and concisely.
- Have a unified theme and design concept.
- Answer all questions fully and completely on the Student Note Sheet and Student Response Sheet.
- Use notes you made on the Student Note Sheet, feedback from peers, personal reflection, answers on the Student Response Sheet, and final writing on the design concept to create a visual representation of your design concept.
- Add an aural component to your finished visual composition.
- Write a clear and detailed justification of the theme of the play, your design concept with the visual/aural composition.
- Clearly justify your decisions made with technical elements and the design concept.

REMEMBER:

- Consider all aspects of design (lighting, sound, make-up, costume, props, & set).
- Have an interesting visual and aural composition in the presentation.
- Justify all decisions made during the course of this assessment as they relate to the specific play you are discussing.

Student Note Sheet:

Name of the Play _____

1. What do you think the theme of this play is?
2. What would your design concept be?
3. How can I communicate the design concept of this play to an audience visually using technical elements?

Communicate the theme and the design concept to a peer partner:

4. What feedback did you get about the theme and your design concept from your partner?
5. What are my personal reflective thoughts about what I have written about the theme and design concept?
6. Revise the theme of the play based on feedback and personal reflection.
7. Revise the design concept of the play based on feedback and personal reflection.
8. How might I represent this concept visually to an audience? (consider all technical elements: lighting, sound, make-up, costume, set, props) – use the back or separate sheet of paper if needed.

Student Response Sheet:

- A. What is the title of this play and who is the author?
- B. What is the theme of this play?
- C. What aspects of my design concept can I communicate visually and aurally?
- D. How can I express the emotions and convey the meaning of the play visually?
- E. How can I use color to help express and convey the design concept to the audience?
- F. What are the given circumstances of this play: time period, season of the year, interior/exterior, country/city, comedy/tragedy, etc. and how do they impact the design concept?
- G. How could lighting express and convey the design concept to the audience?
- H. What geometrical shapes might help communicate the design concept?
- I. Which materials might be used to express the design concept? (rubber, metal, silk, denim, wood, etc.)
- J. What types of found objects might be used to express the design concept? (chain, soda cans, paper clips, paper, cords, boxes, ruler, hanger, yarn, mirror, ball, plate, etc.)
- K. Which sounds might evoke the design concept to an audience?
- L. Which large items might be used to communicate the design concept? (furniture, architectural pieces, fabrics, accessories, household items, etc.)

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]***Key Vocabulary**

- Alignment
- Aural
- Costumes
- Design Concept
- Justification
- Lighting
- Make-up
- Props
- Set
- Sound
- Technical Elements
- Theme
- Visual/Aural Composition

Knowledge and Skills *[other than Key Vocabulary]*

Students will:

- Gain knowledge in and write a theme, design concept, and visual/aural composition plan.
- Understand technical elements of play production.

- Apply a theme and design concept to a given published play.
- Apply technical elements of play production within a design concept for a specific play.
- Understand the use of a unified design concept to communicate to an audience.
- Apply the design concept and technical elements to a visual/aural composition to be shared.
- Create a visual/aural composition to communicate to an audience.
- Use an aural (music and/or sound) component to enhance the visual composition.
- Develop and write a justification of the visual/aural composition of the design concept based on the theme of the play and the technical elements of theatre design.

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: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

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

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Peer partner work

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, student note sheet, student response sheet, and rubric.
- Plays to read.
- A copy of the play they will use in this assessment.
- Writing paper and pencil for each student.
- Scissors, rulers, glue sticks, tape, post-it notes, markers, colored pencils, crayons, and staplers.
- Various materials including but not limited to: various fabrics, colored paper, scrap gels, found objects, cardboard, magazines to cut up, paper plates, metal objects, etc.
- A means to record the final visual representation with its aural component.
 - Recording should be 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

Checklist (using Student Note Sheet, Student Response Sheet, Visual Representation and Aural Component)

Task-specific Rubrics

Checklist (using Student Note Sheet, Student Response Sheet, Visual Composition, and Aural Component)-
 Checklist done before presentation for student use in revision, formative assessment.

	“Look Fors” What you are looking for in the work prior to the final product	Types of Evidence	Strong Evidence	Some Evidence	Not Observed
Theme	Theme is concise and clearly aligned with the play	<ul style="list-style-type: none"> Written Statement 			
Design Concept	Design Concept is concisely and clearly aligned to theme	<ul style="list-style-type: none"> Written Statement 			
Visual/Aural Composition	Visual/Aural Composition is concisely and clearly aligned to the Design Concept	<ul style="list-style-type: none"> Written Statement Final Product Verbal Presentation 			
All Technical Aspects <ul style="list-style-type: none"> ✓ Set Design ✓ Lighting ✓ Costumes ✓ Sound ✓ Props ✓ Make-up 	All Technical Aspects of Play Production are clearly aligned to the visual/aural composition	<ul style="list-style-type: none"> Written Statement Visual/Aural Composition Verbal Presentation 			

Rubric (Visual/Aural Composition)

	Above Standard	At Standard	Near Standard	Below Standard
Design Concept	Student demonstrates a unified design concept through an integrated visual and aural composition.	Student demonstrates design concept through visual and aural composition.	Student demonstrates design concept through limited visual and aural composition	Student demonstrates design concept through minimal visual and aural composition.
Written Visual/Aural Composition Plan	Student writes an insightful description of how the theme of the play, the design concept, and technical elements of play production (sets, lighting, props, costumes, make-up, and sound) can be	Student writes a description of how the theme of the play, the design concept, and the technical elements of play production (sets, lighting, props, costumes, make-up, and	Student writes a limited description of how the theme of the play, the design concept, and the technical elements of play production (sets, lighting, props, costumes, make-up, and sound) can be	Student writes a minimal description of how the theme of the play, the design concept, and the technical elements of play production (sets, lighting, props, costumes, make-up, and sound) can be illustrated

	illustrated through a visual composition.	sound) can be illustrated through a visual composition.	illustrated through a visual composition	through a visual composition.
Visual Composition	Student creates an insightful and skilled visual composition that unifies the theme, design concept, and technical elements to communicate their vision of the play to the audience.	Student creates a visual composition that unifies the theme, design concept, and technical elements to communicate their vision of the play to the audience.	Student creates a limited visual composition with some unify of the theme, design concept, and technical elements and communicates some of their vision of the play to the audience.	Student creates a minimal visual composition that lacks unify of the theme, design concept, and technical elements and communicates little of their vision of the play to the audience.
Aural Component	Student uses insightful sound and/or music fully integrated into the visual composition which greatly enhances support of the design concept.	Student uses sound and/or music integrated into the visual composition which enhances support of the design concept.	Student uses sound and/or music with limited integration into the visual composition which supports the design concept.	Student uses sound and/or music with minimal integration into the visual composition which does not support the design concept.
Justification of Design Concept	Student fully aligns the theme of the play, the design concept, the technical elements, and the visual/aural composition in a clear, concise, and insightful written description.	Student aligns the theme of the play, the design concept, the technical elements, and the visual/aural composition in a clear written description.	Student somewhat aligns the theme of the play, the design concept, the technical elements, and the visual/aural composition in a limited written description.	Student lacks alignment of the theme of the play, the design concept, the technical elements, and the visual/aural composition in a minimal written description.

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (Accomplished)
CREATING					
Rehearse	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	<ul style="list-style-type: none"> Comprehend the concepts of theme, design concept, and visual representation. Understand technical aspects of play production: set, lighting, costume, make-up, and props as elements in a unified design concept that communicates with the audience. 	Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
PERFORMING					
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Apply an aural component to the visual representation to enhance audience understanding of the unified design concept.	Apply technical elements and research to create a design that communicates the concept of a theatre/drama production.
RESPONDING					
Interpret	Theatre artists' interpretation of a drama/theatre work is influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret intent and meaning in artistic work.	Create a justification that aligns the play, its theme, the unified design concept, the technical aspects, and the visual/aural final product.	Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
CONNECTING					
Research	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.	In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Apply the knowledge of theme, design concept, and technical aspects of play production through a visual representation.	Form a creative plan for a drama/theatre work based upon research.

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*
(Anchor work to be collected and scored as MCA is piloted)

Copyright © 2013 State Education Agency Directors of Arts Education (SEADAE) on behalf of NCCAS. All rights reserved. <http://nccas.wikispaces.com>