



IB MYP Theater I (9th Grade) 3

December

5

Tuesday

10:45 AM

Reflection

Th Art-Live Play-110 Stories

Rubric for Live play report over 110 stories is defined here.
Here is the link to the report:

Costume and Set Design for a displaced Romeo and Juliet **W1 November (4 weeks)**

- Aesthetics
- Personal and cultural expression

Students will demonstrate design artistry by composing aesthetically appropriate costumes and sets for their displaced interpretation of Romeo and Juliet.

Criterion A: Knowing and understanding

Achievement Level

Descriptor

	The student does not reach a standard described by any of the descriptors below.
0	Criterion A: The student demonstrates an understanding how effective and meaningful use of sound/music, sets/set pieces, and lighting works in conjunction with the performers to provide a more complete piece of entertainment for the audience.
1 – 2	<p>The student demonstrates limited knowledge and understanding of the art form studied, including concepts, processes and limited use of subject-specific terminology, demonstrates limited understanding of the role of the art form in original or displaced contexts, demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>a. sound-either response is lacking or did not consider the use of Imagine beyond they could hear it in the performance or it was used. (OR) The work did not consider proposed lighting choices, if appropriate.</p> <p>b. sets- either response is lacking or did not consider the set up of the platforms, music stands, and flags as a means of supporting the performance of the play.</p>
3 – 4	<p>The student demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes and adequate use of subject-specific terminology, demonstrates adequate understanding of the role of the art form in original or displaced contexts, demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>a. sound-response is adequate in considering a general use of Imagine creatively to communicate an intention and create an impact on the</p>



audience, but demonstration of clear understanding is vague and underdeveloped.

b. sets- response is adequate in considering the set up of the platforms, music stands, and flags as a means of supporting the performance of the play, but the supporting explanation is vague and underdeveloped.

The student demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology, demonstrates substantial understanding of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

5 – 6

a. sound-response is substantial in considering a usually clear understanding of the use of Imagine creatively to communicate an intention and create an impact on the audience, and the demonstration of interpretation of meaning is well supported containing few general understandings.

b. sets- response is substantial in interpreting the set up of the platforms, music stands, and flags as a means of supporting the performance of the play, and the supporting explanation is informed and fairly detailed.

The student demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes and excellent use of subject-specific terminology, demonstrates excellent understanding of the role of the art form in original or displaced contexts, demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

7 – 8

a. sound-response is excellent in considering and interpreting the lyrical content and use of the Pentatonix performance as a creative and clear understanding of the use of to communicate an intention and create an impact on the audience, and the demonstration of interpretation of meaning is well supported containing clear and specific understandings and personal interpretations.

b. sets- response is excellent in interpreting and explaining the set up of the platforms, music stands, and flags as a means of supporting the performance of the play, and the supporting explanation is insightful and well detailed.

Criterion D: Responding
Achievement Level

Descriptor

The student does not reach a standard described by any of the descriptors below.

Criterion D: The work demonstrates an understanding of identifying and creating a relevant thematic statement that correlates to the play. In addition correlation of the theme of the play to a LP and understanding of the meaning of the LP definition. A selfie taken at the play is also included.

0

a. no selfie

b. No summaries

c. No discussion of most impressive performer

d. no thematic statement provided

e. no LP correlation

1 – 2

The student constructs limited meaning and may transfer learning to new settings creates a limited artistic response, which may intend to reflect or



impact on the world around him or her, presents a limited critique of the artwork of self and others.

a. Summaries provided are limited in relating 2 experiences from the play with specific details that relates the experiences in it's entirety with a B, M, E in a narrative format.

b. The discussion of the performer the student found most impressive is limited in providing little support from the performance that made the performer stand out to the student.

c. The theme is listed as a concept and not a full statement with a message to be learned and/or gained from the play. Lacking 1 of the support examples.

d. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking 1 of the support examples and/or did not reference the LP definition per the instructions.

The student constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response, which intends to reflect or impact on the world around him or her, presents an adequate critique of the artwork of self and others.

a. Summaries provided are adequate in relating 2 experiences from the play with general details that relates the experiences in it's entirety with a B, M, E in a narrative format.

b. The discussion of the performer the student found most impressive is adequate in providing general support from the performance that made the performer stand out to the student.

c. The theme is phrased as a general statement, but the statement is underdeveloped, cliched, and/or does not present a clear message to be learned and/or gained from the play. Lacking clarity in the 2 support examples from the performance.

d. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking clarity in the 2 support examples from the performance and/or did not reference the LP definition per the instructions.

The student constructs appropriate meaning and regularly transfers learning to new settings, creates a substantial artistic response, which intends to reflect or impact on the world around him or her, presents a substantial critique of the artwork of self and others.

a. No selfie, but did include a picture of the program and/or ticket

b. Summaries provided are substantial in relating 2 experiences from the play that had an impact on the student with some specific details that relates the experiences in it's entirety with a B, M, E in a narrative format.

c. The discussion of the performer the student found most impressive is substantial in providing some specific performance elements demonstrated by the performer and the performance that made the performer stand out to the student.

d. The theme is phrased as a mostly specific statement, and presents a message to be learned and/or gained from the play. Clarity in the 2 support examples from the performance is mostly specific in how the theme is demonstrated.

e. LP selected is appropriate and demonstrates an understanding of the LP and how it connects to the themes. The 2 support examples from the

3 – 4

5 – 6



performance are mostly specific, but did not make appropriate or clear references the LP definition per the instructions.

The student constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response which intends to effectively reflect or impact on the world around him or her, presents an excellent critique of the artwork of self and others.

a. Selfie included

b. Summaries provided are excellent in relating 2 experiences from the play that had an impact on the student with clear and specific details that relates the experiences in it's entirety with a B, M, E in a narrative format.

7 – 8

c. The discussion of the performer the student found most impressive is excellent in providing clear and specific performance elements demonstrated by the performer and the performance that made the performer stand out to the student.

d. The theme is phrased clearly as a specific statement, and presents a clear message to be learned and/or gained from the play. Clarity in the 2 support examples from the performance is specific in how the theme is demonstrated.

e. LP selected is inspired and clear and demonstrates a clear understanding of the LP and how it connects to the themes. The 2 support examples from the performance are specific and make appropriate and clear references the LP definition per the instructions.

