



IB MYP Theater I (9th Grade) 3

December	<h2 style="color: #0070c0;">Th Art-Nov/Dec Monthly Assignment-Live Play Report</h2> <p>Students are to complete the live play report over the live play they saw in person not recorded live.</p>
5	
Tuesday 11:50 AM	
Reflection	

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

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>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.</p>
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>The work provided lists with little to no explanation of and/or understanding of purpose or intent as it relates to:</p> <ul style="list-style-type: none"> a. sound-either response is lacking or did not consider the use of sound beyond they could hear the performance or sound was used. (OR) The work did not consider proposed sound choices, if appropriate. b. sets- either response is lacking or did not consider the use of sets or set pieces as a means of supporting the performance of the play. c. lights- either response is lacking or did not consider the use of lights beyond they could see the performance or lighting was used.(OR) The work did not consider proposed lighting choices, if appropriate.
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</p>



acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The work provided outlines with adequate explanation of and/or understanding of purpose or intent as it relates to:

a. sound- response is adequate in considering a general use of sound creatively to communicate an intention and create an impact on the audience, but examples from the performance are vague and underdeveloped. (OR) The work did consider and generally outlined a use proposed sound choices though lacking in specific application and/or detail, if appropriate.

b. sets- sets or set pieces or lack of a set are adequately discussed in a general sense with a lacking explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is adequate in considering a general use of lighting creatively to communicate an intention and create an impact on the audience, but examples from the performance are vague and underdeveloped. (OR) The work did consider and generally outlined a use proposed lighting choices though lacking in specific application and/or detail, if appropriate.

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.

The work provided outlines with substantial explanation of and/or understanding of purpose or intent as it relates to:

a. sound- response is substantial in considering a more specific use of sound creatively to communicate an intention and create an impact on the audience and examples from the performance are usually specific and developed. (OR) The work did consider and apply a use of proposed sound choices with some specific details of application and/or intended impact based on sound choices, if appropriate.

b. sets- sets or set pieces or lack of a set are substantially discussed with specific references (pictures and/or written descriptions) to details of the set and a usually specific explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is substantial in considering a specific use of lighting creatively to communicate an intention and create an impact on the audience, and examples from the performance are usually detailed and developed. (OR) The work did consider and apply a use of proposed lighting choices with some specific details of application and/or intended impact based on lighting choices, if appropriate.

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.

The work provided outlines with excellent explanation of and/or understanding of purpose or intent as it relates to:

5 – 6

7 – 8



a. sound- response is excellent in considering a clear and creative interpretation and understanding of the use of sound to communicate an intention and create an impact on the audience and examples from the performance are clear and detailed. (OR) The work did consider and creatively applied a use of proposed sound choices with clear and creative details of application and/or intended impact based on sound choices, if appropriate.

b. sets- sets or set pieces or lack of a set are excellently discussed with clear and creative references (pictures and/or written descriptions) to details of the set and a insightful explanation of the impact the sets had on the overall quality of the performance.

c. lights- response is excellent in considering a clear and creative interpretation and understanding of the use of lighting to communicate an intention and create an impact on the audience and examples from the performance are clear and detailed. (OR) The work did consider and creatively applied a use of proposed lighting choices with clear and creative details of application and/or intended impact based on sound choices, if appropriate.

Criterion D: Responding
Achievement Level

Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>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.</p> <p>a. no selfie</p> <p>b. no favorite performer</p> <p>c. no thematic statement provided</p> <p>d. no LP correlation</p>
1 – 2	<p>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.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. 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.</p>
3 – 4	<p>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.</p> <p>a. 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.</p>



b. 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.

c. 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. 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.

5 — 6

c. 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.

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

7 — 8

c. 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.

d. LP selected is inspired and clear and demonstrates an 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.

