



## IB MYP Theater I (9th Grade) 8

December

**12**

Tuesday  
4:00 PM

Presentation

### Th Art-Full Completed Design PPT Due

The final completed project is due with all completed justifications for displacement, research choices, and explanations and justifications for final sketches for 2 costumes and 1 multipurpose set are due by the end of the period.

#### 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	<p>Criterion A: Knowing and Understanding: The student clearly identifies and explains the vision for their displaced setting based on the needs of the script as evidence by the first 5 informational slides for the design process. (Slides based on Displacement Justification sheet)</p> <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 on the first 5 slides is limited in informing of the displacement based on:</p>
1 – 2	<p>a. inspiration-unclear on where the inspiration came from in displacing R and J to a new context/setting. Visual support is lacking or does not support information on slide.</p> <p>b. Statement of Displacement-the work does not express a clear vision for the play or how the displacement will still serve the play's themes and intentions. Visual support is lacking or does not support information on slide.</p> <p>c. theme- theme is unclear, listed as a concept and/or cliché, or lacking any message being communicated through the play and the correlation to the new displaced setting. Visual support is lacking or does not support information on slide.</p> <p>d. setting- there is no clear evidence of what the displaced setting will be or how it will serve as a multipurpose set that will be used as a setting for up to</p>



8 separate locations. Visual support is lacking or does not support information on slide.

e. costumes- there is no clear evidence of what the displacement will look like for 2 costume designs or who the costumes will be worn by in the displaced vision of the play. Visual support is lacking or does not support information on slide.

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.

The work on the first 5 slides is limited in informing of the displacement based on:

a. inspiration- is adequate in outlining where the inspiration came from in displacing R and J to a new context/setting. Visual support is adequate, but it not entirely clear what the visual has to do with the slide information.

b. Statement of Displacement-the work adequately expresses an outlined vision for the play or how the displacement will still serve the play's themes and intentions. Visual support is adequate, but it not entirely clear what the visual has to do with the slide information.

c. theme- theme is adequate and is a sentence with a general message being communicated through the play. The correlation to the new displaced setting is outlined, but lacking detail. Visual support is adequate, but it not entirely clear what the visual has to do with the slide information.

d. setting- there is an adequate outline (but lacking specific details) of what the displaced setting will be and how it will serve as a multipurpose set that will be used as a setting for up to 8 separate locations. Visual support is adequate, but it not entirely clear what the visual has to do with the slide information.

e. costumes- there is an adequate outline (but lacking specific details) of what the displacement will look like for 2 costume designs and who the costumes will be worn by in the displaced vision of the play. Visual support is adequate, but it not entirely clear what the visual has to do with the slide information.

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 on the first 5 slides is limited in informing of the displacement based on:

a. inspiration- is substantial in describing where the inspiration came from in displacing R and J to a new context/setting. Visual support is substantial, in demonstrating what the visual has to do with the slide information.

b. Statement of Displacement-the work substantial in expressing a described vision for the play or how the displacement will still serve the play's themes and intentions. Visual support is substantial, in demonstrating what the visual has to do with the slide information.

c. theme- theme is substantial and is a sentence with a descriptive message being communicated through the play. The correlation to the new displaced

3 — 4

5 — 6



setting is described, but lacking some detail. Visual support is substantial, in demonstrating what the visual has to do with the slide information.

d. setting- there is a substantial description (but lacking some clarity) of what the displaced setting will be and how it will serve as a multipurpose set that will be used as a setting for up to 8 separate locations. Visual support is substantial, in demonstrating what the visual has to do with the slide information.

e. costumes- there is a substantial description (but lacking some clarity) of what the displacement will look like for 2 costume designs and who the costumes will be worn by in the displaced vision of the play. Visual support is substantial, in demonstrating what the visual has to do with the slide information.

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 on the first 5 slides is limited in informing of the displacement based on:

a. inspiration- is excellent in clearly explaining where the inspiration came from in displacing R and J to a new context/setting. Visual support is excellent, in clearly and creatively supporting what the visual has to do with the slide information.

b. Statement of Displacement-the work is excellent in expressing a clear vision for the play and how the displacement will still serve the play's themes and intentions. Visual support is excellent, in clearly and creatively supporting what the visual has to do with the slide information.

c. theme- theme is excellent and is a sentence with a clear message being communicated through the play. The correlation to the new displaced setting is explained with clear and specific detail. Visual support is excellent, in clearly and creatively supporting what the visual has to do with the slide information.

d. setting- there is an excellent explanation of what the displaced setting will be and clearly explains how it will serve as a multipurpose set that will be used as a setting for up to 8 separate locations. Visual support is excellent, in clearly and creatively supporting what the visual has to do with the slide information.

e. costumes- there is an excellent explanation of what the displacement will look like for 2 costume designs and who the costumes will be worn by in the displaced vision of the play. Visual support is excellent, in clearly and creatively supporting what the visual has to do with the slide information.

7 – 8

### Criterion B: Developing skills

#### Achievement Level

#### Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Criterion B: Developing Skills: The research (both visual and written) clearly identify and support the intentions of the student's work using a wide variety of properly cited resources. (All pictures must be cited.)</p>
1 – 2	<p>The student demonstrates limited acquisition and development of the skills and techniques of the art form studied, demonstrates limited application of skills and techniques to create, perform and/or present art.</p>



The research:

- a. visual- is limited or lacking to meet the minimum of 3 per costume or 5 for the set and/or the research does not support the displacement
- b. written- is limited or lacking in support of how the research supports the displacement
- c. There are no citations for research or for visual images or they are weblinks only with no reference to what information came from which source.

The student demonstrates adequate acquisition and development of the skills and techniques of the art form studied, demonstrates adequate application of skills and techniques to create, perform and/or present art.

The research:

3 – 4

- a. visual- is adequate in meeting the minimum of 3 per costume or 5 for the set and/or the research generally supports the displacement
- b. written- is adequate in outlining support of how the research supports the displacement
- c. There are some citations for research or for visual images provided in a proper citation form and/or they are weblinks with some references to what information came from which source.

The student demonstrates substantial acquisition and development of the skills and techniques of the art form studied, demonstrates substantial application of skills and techniques to create, perform and/or present art.

The research:

5 – 6

- a. visual- is substantial in exceeding the minimum and providing 4-6 images per costume and 6-8 images for the set and the visual research mostly supports the displacement
- b. written- is substantial in describing how the research supports the displacement with many informed and specific details that support the vision.
- c. There are citations for research and/or for visual images provided in a proper citation form but, with only some references to what information came from which source.

The student demonstrates excellent acquisition and development of the skills and techniques of the art form studied, demonstrates excellent application of skills and techniques to create, perform and/or present art.

The research:

7 – 8

- a. visual- is excellent in exceeding the minimum and providing 7 or more images per costume and 9 or more images for the set and the visual research that clearly supports the displacement
- b. written- is excellent in explaining how the research supports the displacement with clear and creative connection and specific details that support the vision.
- c. There are citations for research and for visual images provided in a proper citation form with all references as to what information came from which source.

### Criterion C: Thinking creatively

#### Achievement Level

#### Descriptor

0

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



Criterion C: Thinking Creatively : The final designs are hand drawn and fully colored and, along with the justifications, demonstrate a clear use of research, the needs of the script, and a creative use and synthesis of research as evidenced by the visuals and explanations provided.

The student develops a limited artistic intention, which is rarely feasible, clear, imaginative or coherent, demonstrates a limited range or depth of creative-thinking behaviours, demonstrates limited exploration of ideas to shape artistic intention, which may reach a point of realization.

The sketches and final justifications for the set and costumes:

1 – 2

- a. looked rushed and/or not fully colored and/or do not fill the page
- b. do not appear to be interpreted and synthesized from visual and/or written research
- c. Costumes and set are not justified or justifications are unclear as it relates to color, design/patterns, style choice, set pieces or the justifications for the 8 locations in the script.

The student develops an adequate artistic intention, which is occasionally feasible, clear, imaginative and/or coherent, demonstrates an adequate range and depth of creative-thinking behaviours, demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.

3 – 4

The sketches and final justifications for the set and costumes:

- a. looked adequate and filled the page, but lacked detail
- b. Generally appear to have an adequate interpreted and synthesized influence from visual and/or written research
- c. Costume and set justifications are adequate as it relates to color, design/patterns, style choice, set pieces and the justifications for the 8 locations in the script.

The student develops a substantial artistic intention, which is often feasible, clear, imaginative and coherent, demonstrates a substantial range and depth of creative-thinking behaviours, demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.

The sketches and final justifications for the set and costumes:

5 – 6

- a. looked substantial, with many details and fill the page
- b. Appear to have an substantial interpreted and synthesized influence from visual and/or written research
- c. Costume and set justifications are substantial, with many details as it relates to color, design/patterns, style choice, set pieces and the justifications for the 8 locations in the script.

The student develops an excellent artistic intention, which is consistently feasible, clear, imaginative and coherent, demonstrates an excellent range and depth of creative-thinking behaviours, demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

7 – 8

The sketches and final justifications for the set and costumes:

- a. looked excellent, with clear and creative details and filled the page
- b. Appear to have an excellent creative and inspired interpreted and synthesized influence from visual and/or written research



c. Costume and set justifications are excellent, with many clear and inspired details as it relates to color, design/patterns, style choice, set pieces and the justifications for the 8 locations in the script.

