

Designer Name(s): \_\_\_\_\_

Eng 4 /Mr. Neff & Miss Arington

### Hamlet Design Project Rubric

	<b>Advanced (100%)</b>	<b>Proficient (85%)</b>	<b>Developing (70%)</b>	<b>Limited (0-50%)</b>
<b>Focus &amp; Content (40%)</b>	<p>(40)-A <b>fully developed, creative, unified</b> design which contains <u>three</u> distinct scenes or looks.</p> <p>-Central to the design is at least one <b>thoughtfully incorporated theme or motif</b> of the play.</p> <p>-Student <b>skillfully</b> utilizes a <u>critical lens or design theory</u> (purposefully uses color, line, shape, etc.) in execution of the design.</p> <p>-The design is accurate to and <b>firmly grounded in</b> the text of the play, and <b>demonstrates advanced comprehension</b> of its characters, plot, and setting.</p>	<p>(34) - An <b>appropriate, thoughtful</b> design for the play containing <u>three</u> distinct scenes or looks.</p> <p>- Design incorporates a <u>theme or motif</u> of the play.</p> <p>-Student <b>effectively incorporates</b> a <u>critical lens or aspect of design theory</u>.</p> <p>-The design is <b>mostly accurate to the text of the play</b> and demonstrates comprehension of its characters, plot, and setting.</p>	<p>(28) - A <b>fitting but generic</b> design for the play which demonstrates <b>limited creativity</b>, or one that is only <b>somewhat relevant</b> to the play, containing <u>three</u> scenes or looks.</p> <p>-Design <b>includes</b> a <u>theme or motif</u> of the play.</p> <p>-Student <b>attempts to utilize</b> a <u>critical lens or aspect of design theory</u>.</p> <p>-The design is <b>somewhat accurate to the text of the play, and demonstrates a partial comprehension</b> of its characters, plot, and setting.</p>	<p>(0-20)- A <b>disjointed or incomplete</b> design containing <u>less than three</u> distinct scenes or looks.</p> <p>- Design <b>fails to incorporate</b> a <u>theme or motif</u>, or does so ineffectively.</p> <p>-Student <b>misses the mark</b> utilizing a <u>critical lens or design theory</u>, or fails to do so altogether.</p> <p>-Design is <b>inaccurate to the text of the play or demonstrates flawed comprehension</b> of its characters, plot, and setting.</p>
<b>Style &amp; Design (20%)</b>	<p>(20)-Design products are <b>inventive, attractive, and original</b>.</p> <p>-Products <b>effectively represent reasoning presented in paper</b> and presentation.</p>	<p>(17) Design products are <b>creative, neat, and original</b>.</p> <p>-Products <u>represent reasoning presented in paper</u> and presentation.</p>	<p>(14)- Design products are interesting but <b>need further development and/or polishing</b>.</p> <p>-Products <b>partially represent the reasoning</b> in paper and presentation.</p>	<p>(0-10) Design products are <b>disorganized or unfinished</b>.</p> <p>-Design products are <b>disconnected from rationale</b> presented in paper and presentation.</p>
<b>Paper &amp; Presentation (30%)</b>	<p>(30)-<b>Insightfully</b> articulates <u>connection between the text, lens/theory, and design</u>.</p> <p>-Paper and presentation are free of errors, logically structured, easy to follow, observe conventions of writing and public speaking, and are <u>representative of the quality of work expected of a student five months from graduation</u>.</p> <p>-Student <u>can easily answer questions about their rationale</u>.</p>	<p>(25.5) <b>Clearly</b> articulates <u>connection between the text, lens/theory, and design</u>.</p> <p>-Paper and presentation are mostly free of errors, well-organized, and are <u>representative of the quality of work expected in 12th grade</u>.</p> <p>-Student <u>can answer questions</u> about their rationale.</p>	<p>(21) <b>Somewhat effectively</b> communicates <u>connection between the text, lens/theory, and design</u>.</p> <p>-Paper and presentation contain <u>multiple errors that detract from clarity of rationale</u>.</p> <p>- Student <b>struggles to answer questions</b> about their rationale.</p>	<p>(0-15) <b>Ineffectively</b> communicates <u>connection between the text, lens/theory, and design</u>.</p> <p>-Paper and presentation are <u>characterized by multiple errors and/or poor organization which detract from clarity of rationale, or are missing/incomplete</u>.</p> <p>-Student is <b>unable to respond to questions</b> about their rationale.</p>
<b>Effort and Execution (10%)</b>	<p>(10) I created a product that I'm proud of and put an "A" amount of time, effort, and thought into my project.</p>	<p>(8.5) I created a good product and put forth time and effort, but I could have done better.</p>	<p>(7) I created an average product and put forth a little time and effort.</p>	<p>(0-5) I created a passable product and put minimal time or effort into my project.</p>
	<p><b>These products could be described as:</b> engaging, insightful, informative, thought-provoking, expert, original, impressive</p>	<p><b>These products could be described as:</b> interesting, successful, informative, accurate, organized, effective, good</p>	<p><b>These products could be described as:</b> average, passable, flawed, derivative, unprepared</p>	<p><b>These products could be described as:</b> uninteresting, disorganized, incomplete, confusing, unoriginal, unsuccessful</p>

Total ( \_\_\_\_\_ ) + Early Submission Bonus Points ( \_\_\_\_\_ ) = \_\_\_\_\_ of 100

## ***Hamlet* Design Project**

### **Rationale Paper & Presentation**

You've made your design debut with an insightful, creative scenic or costume design for *Hamlet*--congratulations! Now it is time to present your design to the other artists involved in the show, illuminating the method behind your madness.

**Write a 2 page (double spaced/typed) analysis and rationale of your creation.** Within this reflection, respond to the following questions:

- What theme or motif did you choose to focus on for this project?
  - Why did you choose this?
  - How is it represented in each of your design products?
- What critical lens or design theory did you use to develop your design?
  - Provide specific examples of how it is incorporated in your products, **linking elements of your design to textual evidence from the play.**
- What format did you choose for your creation (costume or scenic? Set model vs. drawings, etc.?)
  - Why did you choose this?
- If you teamed up with a classmate for this project, which aspects of the design were you responsible for?

**You will also need to present your design to your fellow artists.** Using the questions above as a guide, prepare to share your design with the class. Explain the theme or motif you chose to focus on, the lens or theory that guided your process, and key aspects or details of your design that illuminate the connection between the text and your work. Be ready to answer a few questions from Miss Arington, Mr. Neff, or your fellow designers about your process and product.

- Be sure to have your final design products (set model, sketches, etc.) to present to the group.
- There is no official time limit, but you should aim for a presentation of **3-5 minutes**.
- You are welcome to prepare a **brief, simple** slide show or present any digitally-based designs using the projector if that is helpful to you, **but this is not required**. If you do wish to utilize the projector, load your files onto a flash drive or email Mr. Neff any links you will need.
- The focus of this project is not on your public speaking skills; however, you should be able to clearly and comfortably/confidently communicate your process.