

IB CRITERION C: Thinking Creatively

Grade: _____

Your PRESENTATION (DESIGN PITCH) in front of the class should include a discussion of:

- The show you chose and why
- A synopsis (brief description of plot) of the show for which you designed sets.
- What types of needs you had to consider when considering designing sets for your show. (Explain how YOUR show is unique in its needs - DON'T list of all the "Needs of the Script")
- What types of things you researched for your design and your findings.
- How your research & inspiration search impacted your design.
- What you actually designed for your sets, including all that is on stage with your set (cyc, scrim, backdrop, flown elements, set pieces, etc.)
- How you plan to have your sets transition from one to the next. (You must show your ground plan and scaled set pieces for this portion of your presentation.)

*Your PRESENTATION (DESIGN PITCH) must be visually interesting, understandable, and focused on clearly communicating original ideas/designs to an audience. (Do NOT read off of a screen, and be sure you practice your presentation out loud with your partner(s).)

It is clear, based on the students' PRESENTED IDEAS, that the student has:

- 1.) Read the script in its entirety (and understands the meaning, message, and flow of the script)
- 2.) Identified important "needs of the script"
- 3.) Researched time, place, style (ex: historical context, architectural styles, etc.)
- 4.) Explored various places for design inspiration - the "world around you", internet, others' work, etc. (as part of research)
- 5.) Created a Design Concept (a starting place for overall design - a style, a metaphor, a color, an inspiration image, etc.)
- 6.) Created "Napkin Sketches" to get ideas onto paper (and how those designs will function in the space, etc)
- 7.) Created Original Designs that could function well for the show.

Achievement level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 (65-69%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops a limited artistic intention that is rarely feasible, clear, imaginative, or coherent <input type="radio"/> demonstrates a limited range or depth of creative-thinking behaviors <input type="radio"/> demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization
2 (70-72%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent <input type="radio"/> demonstrates an adequate range and depth of creative-thinking behaviors <input type="radio"/> demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization
3 (73-79%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops a substantial artistic intention that is often feasible, clear, imaginative, and coherent. <input type="radio"/> demonstrates a substantial range and depth of creative-thinking behaviors <input type="radio"/> demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
4 (80-82%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops an excellent artist intention that is consistently feasible, clear, imaginative and coherent <input type="radio"/> demonstrates an excellent range and depth of creative-thinking behaviors <input type="radio"/> demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.
5 (83-89%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops a substantial artistic intention that is often feasible, clear, imaginative, and coherent. <input type="radio"/> demonstrates a substantial range and depth of creative-thinking behaviors <input type="radio"/> demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
6 (90-92%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops a substantial artistic intention that is often feasible, clear, imaginative, and coherent. <input type="radio"/> demonstrates a substantial range and depth of creative-thinking behaviors <input type="radio"/> demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization
7 (93-97%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops an excellent artist intention that is consistently feasible, clear, imaginative and coherent <input type="radio"/> demonstrates an excellent range and depth of creative-thinking behaviors <input type="radio"/> demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.
8 (98-100%)	The student: <ul style="list-style-type: none"> <input type="radio"/> develops an excellent artist intention that is consistently feasible, clear, imaginative and coherent <input type="radio"/> demonstrates an excellent range and depth of creative-thinking behaviors <input type="radio"/> demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Instructor Feedback:

Strengths:

Weaknesses:

Questions: