

THDA 100 Fall 2015
***A Chorus Line* Research Assignment - Grading Rubric**

TEAM ONE –Director/Choreographer Michael Bennett

TIME:

TOPIC	POINTS	PRESENTER(S)	COMMENTS
Short bio of Michael Bennett			
Other productions he has done			
Awards won			
Other interesting facts			
Evidence of teamwork & rehearsal			
Quality of oral presentation			
Sources correctly cited			

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TEAM TWO – Ithaca College Theatre Venue

TIME:

TOPIC	POINTS	PRESENTER(S)	COMMENTS
Size and type of theatre			
Type of productions done			
Mission statement of IC Theatre Department			
Evidence of teamwork & rehearsal			
Quality of oral presentation			
Sources correctly cited			

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TEAM THREE – Production History

TIME:

TOPIC

PRESENTER(S)

COMMENTS

POINTS

Date and location of its premier			
Where else has it been performed			
Other facts or stories about production history			
Evidence of teamwork & rehearsal			
Quality of oral presentation			
Sources correctly cited			

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TEAM FOUR – Professional Reviews

TIME:

TOPIC	POINTS	PRESENTER(S)	COMMENTS
Reviews of original and later productions			
What the reviews have in common			
How they differ from each other			
Evidence of teamwork & rehearsal			
Quality of oral presentation			
Sources correctly cited, including publication and author of the review			

***The Piano Lesson* Research Assignment- THDA 100 Fall 2014 (8-10 minutes) Time: _____**

<p>Team 1</p> <p>Research the playwright, August Wilson. Prepare a <u>short</u> biography of his life, other plays written,</p>	<p>Comments</p>
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awards won, etc.	
<p>Team 2</p> <p>This play will be performed at Syracuse Stage in Syracuse. Research the theatre. What type of shows do they do? How large is the theatre? The theatre is a LORT theatre; what does that mean?</p>	Comments
<p>Team 3</p> <p>What year does this play take place (not when it was written)? Discuss the time period in the context of the politics, art, other theatre, etc. of the time.</p>	Comments
<p>Team 4</p> <p>Find professional reviews of <i>The Piano Lesson</i>. What do they have in common? How do they differ? Give a brief summary of these reviews. Be sure to note the name of the critic/reviewer and the newspaper or online source!</p>	Comments
Evidence of collaboration	Comments

DANC106 Grading Rubric - Partner Movement Profile - Spring 2015

NAME	Laban/Bartenieff Language	Detail & thoroughness	Clear movement example

DANC 316 - Dance History

RECONSTRUCTION GRADING RUBRIC

Tuesday & Thursday, October 7 & 9 in Barler Auditorium.

NAME _____

Presentation elements	Notes	Time: Mvmt:	Points
1. Title of dance form, culture/geographical area, and date of origin.			
2. Your reason(s) for choosing this dance.			
3. Your research process and sources used. What challenges did you resolve?			
4. Aspect of this dancing that you want us to appreciate.			
5. Function of this dance in its culture.			
6. How time, place, events, and attitudes have impacted the dancing.			
7. Who creates the dance material? How is it learned? Who performs it? Who watches (audience)?			
8. Describe venue(s), and production elements.			
9. Describe movement quality: gestures, posture, footwork, movement metaphors or symbols.			
10. Movement: at least 2 minutes of continuous movement material.			

REMINDERS:

The reconstruction project follows a lecture-demonstration format: it includes a short performance of a specific dance, reconstructed from the historical record, with supporting material presented verbally. You must present at least 2 minutes of continuous movement material. You may perform the movement material yourself, or recruit a colleague to perform for

RUBRIC - THDA 401 Senior Thesis

ARTISTRY [ARTISTIC ELEMENTS]: Concept and Execution

1. VISION/CONCEPT

- Vision statement is clearly expressed
- Choice of material is appropriate (for venue/community/cast)
- Casting is appropriate for piece

2. CRAFTMANSHIP

CHOREOGRAPHERS-

- Captures and holds interest
- Makes clear connections with ideas and qualities expressed in vision statement
- Demonstrates well-developed movement vocabulary
- Demonstrates overall unity/coherence, dynamic and spatial variety
- Demonstrates structural development and complexity, with effective transitions
- Is sensitive to, but not overpowered by the music

ACTORS-

- Captures and holds interest
- Makes clear connections with ideas and qualities expressed in vision statement
- Demonstrates well-developed physicality
- Demonstrates well-developed vocal quality
- Demonstrates overall unity/coherence, dynamic variety
- Demonstrates strong understanding and interpretation of script

DIRECTORS-

- Captures and holds interest
- Makes clear connections with ideas and qualities expressed in vision statement
- Demonstrates well-developed blocking
- Demonstrates overall unity/coherence, dynamic and spatial variety
- Demonstrates understanding of script and playwright's intention

3. PERFORMANCE

CHOREOGRAPHERS-

- Cast is well rehearsed: shapes, spacing, timing are clear
- Cast performs with sense of ensemble

Cast shows strong performance focus and clear commitment to the moment
Cast understands and communicates the choreographic vision

ACTORS-

Actor is well rehearsed: lines and blocking are learned
Actor performs with sense of ensemble
Actor shows strong performance focus and clear commitment to character
Actor can be seen and heard

RUBRIC - 2

DIRECTORS-

Cast is well rehearsed: blocking, lines, and timing are clear
Cast performs with sense of ensemble
Cast shows strong performance focus and clear commitment to their characters
Cast understands and communicates the directorial vision

4. PRODUCTION VALUES

CHOREOGRAPHERS-

Music and costume choices support the choreographic vision
Musical choices are interesting and appropriate for the movement material
Music is well-recorded and cleanly edited (if necessary)
Costume choices are appropriate for the movement material
Costumes fit well, move well, and are flattering to the performers
Scene changes handled smoothly and efficiently
Print materials are well-conceived, eye-catching, support the artistic vision
Posters clearly state the title, dates, times of the production
Program provides full and accurate information including:
 vision statement or notes
 names of cast, crew, designers
 complete music credits

ACTORS-

Incidental music and/or sound effects support the vision
Costume choice is appropriate for character
Scene changes handled smoothly and efficiently
Set design, lights and props are handled well and support the artistic vision
Print materials are well-conceived, eye-catching, support the artistic vision
Posters clearly state the title, dates, times of the production
Program provides full and accurate information including:
 vision statement or notes
 names of cast, crew, designers
 complete music credits

DIRECTORS-

Incidental music and/or sound effects support the vision

Costume choice is appropriate for the characters
Scene changes handled smoothly and efficiently
Set design, lights and props are handled well and support the artistic vision
Print materials are well-conceived, eye-catching, support the artistic vision
Posters clearly state the title, dates, times of the production
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RUBRIC - 3

MANAGEMENT: Effective Leadership

Thesis student....

Practices effective time management: entire production period; each individual rehearsal
Sets and meets deadlines: rehearsal/production schedules, press release, poster, program
Schedules sufficient rehearsal time to accomplish artistic goals without overloading cast or staff
Communicates effectively:
 cast and staff understand vision, goals, schedule, deadlines
 cast and staff understand what is expected of them in their role(s)
 regular check-ins clarify assignments, assess work, and answer questions
Demonstrates leadership qualities:
 patience, clarity, motivation, listening, organization, flexibility

DANCE CONCERT POST-MORTEM

Name

“The Next Journey” – April 8-9, 2016

The post-mortem is an important opportunity to reflect on the entire production process for the dance concert. I look forward to hearing your ideas, which will become part of the department's formal assessment record. Please know that your responses, on this page and during our discussion, will NOT affect your course grade or your opportunities to participate in future productions!

1. How and why did you decide to become involved in the dance concert this year?

2. Did you know what to expect from the rehearsal-to-performance process? _____

Specifically, what surprised you about:

- a. The rehearsal process
- b. Production elements (lighting, sound, costumes, props, etc)?
- c. The performance experience itself?
- d. Audience reactions?

3. To what extent were the course goals accomplished, as stated in the syllabus or explained by your instructor?

___ Fully accomplished ___ Somewhat accomplished ___ Not so much

4. How would you rate the effectiveness of communication among all members of the team (dancers, choreographers, stage management, crew, front-of-house)?

___ Very effective

___ Somewhat effective

___ Not effective

5. What was your greatest personal accomplishment?

6. What was your greatest personal challenge?

7. In what areas would you like to perform better or expand your knowledge?

8. What support systems would help you to do that?

9. What abilities might you transfer from this dance concert experience into the “real world” workplace?

10. How do you see the role of dance in a “liberal arts” curriculum? (or something - see office version)

Wells College Theatre and Dance Program - Student Overall Evaluation - May 2015

Name _____ Year _____ Date _____

Physical 1-2-3-4-5
 Strength.....OOOOO
 Dexterity.....OOOOO
 Stamina.....OOOOO
 Health/Well-being

Theatre & Dance Skills

Scenic
 Drafting.....OOOOO
 Painting.....OOOOO
 Carpentry.....OOOOO
 Props.....OOOOO

Lighting.....OOOOO
 Hang and focus, use all accessories, run light board, basic wiring & repair

Costume.....OOOOO
 Use of standard sewing machine
 Follow basic pattern
 Alter garment to fit

Acting.....OOOOO
 Researches and embodies a character in both solo & ensemble scenes

Audition.....OOOOO
 Able to locate & memorize several different pieces & able to adapt at cold readings/dance auditions

Directing.....OOOOO
 Researches, organizes, & applies aesthetic concept of a piece while facilitating a group of peers

Dance.....OOOOO
 Demonstrates discipline, mastery of technical elements, performance focus, & awareness of choreographer's vision

Choreography.....OOOOO
 Effectively manipulates elements of time, space, & energy to realize and communicate an original vision

Music.....OOOOO
 Read music.....OOOOO
 Play an instrument...OOOOO
 Carry a tune on pitch.OOOOO

Management

Time Management....OOOOO
 Appropriately prioritizes & manages multiple tasks in the running of a production

Leadership.....OOOOO
 Appropriately delegates tasks; communicates vision to working group; motivates others

Communication.....OOOOO
 Gives and receives information effectively through many sources, methods, & media

Collaboration.....OOOOO
 Integrates personal ideas with group ideas to create cohesive process and final product

Problem Solving.....OOOOO
 Identifies & implements viable solutions to unforeseen problems

Professionalism.....OOOOO
 Shows appropriate behavior in a range of situations

Punctual/Prepared.....OOOOO
 Arrives at events & appointments early, has needed materials, is mentally and physically ready

"To have and to share"

Artistic Expression....OOOOO
 Creative & aesthetic sensibility & judgment

Critical Reasoning.....OOOOO
 Connects multiple areas of knowledge to create logical arguments

Presentation.....OOOOO
 Organizes visual & verbal information into coherent & accessible form

Writing.....OOOOO
 Correct, fluid, and articulate use of written English
 Ability to state and support a central theme
 Development of personal voice in writing

Theatre & Dance
 Vocabulary.....OOOOO
 Able to use appropriate & specific terminology to communicate ideas & instructions

Social & Personal Qualities

Charisma.....OOOOO
 Diplomacy.....OOOOO
 Appearance.....OOOOO
 Self-discipline.....OOOOO
 Motivation.....OOOOO
 Courage.....OOOOO
 Community Spirit.....OOOOO

Knowledge Areas

Art History.....OOOOO
 Theatre, Music, & Dance
 History.....OOOOO
 World History.....OOOOO
 Western Canon.....OOOOO
 Global Cultures.....OOOOO
 Foreign Language.....OOOOO
 Literature.....OOOOO
 Mathematics.....OOOOO
 Natural Science.....OOOOO
 Philosophy.....OOOOO
 PE/Sports.....OOOOO
 Political Science.....OOOOO
 Psychology.....OOOOO
 Religion.....OOOOO
 Sociology.....OOOOO

RUBRIC - Study #1 - First Impulse

NAME	Visual impact	Sense of style (vocabulary, dynamics)	Structural integrity	Reflects/embodies artist statement
GRADE				

RUBRIC - Study #2 - Animal Study

NAME	Essence of animal	Details-physicality & behavior	Risky exploration	Continuity of structure
GRADE				

RUBRIC - Study #3 - Architecture Study

NAME	Emphasis on shape and line	Pathway/travel/overall use of space	Development and complexity	Risky exploration
GRADE				

RUBRIC - Study #4 - ABA Rhythms or Two Musics

NAME	Phrasing, accent, & rhythm are emphasized	Rhythms distinctly contrast A-B or 2 musics	Development and complexity	Risky exploration & other highlights
GRADE				

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RUBRIC - Study #5 - Emotional State

NAME	Fully intentional Effort qualities	Established mood or world	Development and complexity	Risky exploration
GRADE				

RUBRIC - Study # 6 - Outside Influence

NAME	Distinctive vocabulary	B-E-S-S Range of qualities	Development and complexity in structure	
GRADE				

RUBRIC - Study # 7 - Duet for Others

NAME	Relationships betw 2 dancers in space, time, etc	B-E-S-S Range of qualities	Development and complexity in structure	
GRADE				

RUBRIC - Study # 8 - Duet, 2nd Draft

NAME	Further development & editing			
GRADE				

RUBRIC - Study # 9 - Chance Chart

NAME	Clarity of design	Thoughtful use of possible elements		
GRADE				

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RUBRIC - Study # 10 - Prop/Text

NAME	Prop controls or alters movement vocabulary	Risky exploration & other highlights	Departure from previous work	
GRADE				

**THDA100- DESIGN PROJECT
APPEARANCE-**

DETAIL/COMPLETENESS-

WRITTEN CONCEPT-

CONCEPT VISIBLE IN DRAWINGS-

THDA 100 Midterm Production Rubric

DIRECTORIAL CONCEPT

Is evident in all aspects the production

PACING

Scene moves consistently forward, with dynamic contrasts

BLOCKING

All can be seen and heard

Relationships are established

Performance space is used effectively

Movement sequence is integral

ACTING

Actors are memorized

Can be heard and understood

Are physically and emotionally committed to their roles

PRODUCTION ELEMENTS

Props are chosen and used effectively

Costumes are chosen and used effectively

Sound FX and music are chosen and used effectively