

# SCENIC DESIGN – Utah High School Activities Association Technical Theatre Ballot

Participant Number \_\_\_\_\_ Title of Play: \_\_\_\_\_ Judge # \_\_\_\_\_

Skill/Standard Definition	Above Standard 4 - 5 points	Meets Standard 3-4 Points	Approaching Standard 2-3 Point	Little or No Effort 0-1 points	POINTS (Out of 5 for each standard)
<b>Research and Analysis</b> Research and analysis of the script addresses the artistic needs, practical demands of the production, and the given circumstances of the script.	Detailed research, and a thorough analysis of the script clearly address the artistic needs and practical demands of production and the given circumstances of the script.	Adequate research, and analysis of the script address the artistic needs and practical demands of production and the given circumstances of the script.	Incomplete research, and analysis of the script somewhat address the artistic needs, practical demands of production, or the given circumstances of the script.	Research and analysis of the script are not evident OR in no way address the artistic needs, practical demands of production or the given circumstances of the script.	_____
Comments:					
<b>Design Concept</b> The design and concept clearly reflect the research and analysis of the script.	A well-conceived, complete and cohesive set of scenic designs and a well-articulated concept clearly address and are unified with the research and analysis of the script.	A complete and adequate set of scenic designs and concept address and are unified with the research and analysis of the script.	An incomplete set of scenic designs or concept somewhat address or are in some way unified with the research and analysis of the script.	Designs and concept not included or an incomplete set of scenic designs or concept in no way address or are in no way unified with the research and analysis of the script.	POINTS (Out of 5 for each standard) _____
Comments:					
<b>Artistic Interpretation</b> Scenic design choices reflecting the mood, style, period, locale, and genre and concept of the play.	Scenic design choices powerfully enhance and communicate the mood, style, period, locale, and genre and concept of the play.	Scenic design choices adequately communicate the mood, style, period, locale, and genre and concept of the play.	Scenic design choices somewhat communicate the mood, style, period, locale, or genre and concept of the play.	Scenic design choices are not made or in no way communicate the mood, style, period, locale, or genre and concept of the play.	POINTS (Out of 5 for each standard) _____
Comments:					
<b>Execution</b> Artifacts convey ideas, products, and choices that support the script and unifying concept providing a professional and polished product. Attention was paid to detail, rules, and requirements.	Artifacts successfully enhance artistic ideas and choices to provide exceptional support for the script and concept providing a professional and polished product.	Artifacts adequately represent artistic ideas and choices to provide support for the script and concept providing an adequately professional and polished product.	Artifacts somewhat represent artistic ideas and choices to provide some or incomplete support for the script and concept providing a product that is somewhat unpolished or unprofessional.	Artifacts are missing or do not represent artistic ideas and choices or do not provide support for the script and concept providing a product that is unpolished or unprofessional.	POINTS (Out of 5 for each standard) _____
Comments:					
<b>Presentation</b> Student was able to explain their design, their choices, and their process enhancing your understanding of their design in a 2-3 minute presentation.	Explanation and presentation of the design successfully enhanced your idea, understanding, and thought process of choices in design.	Explanation and presentation of their design adequately enhanced your idea, understanding, and thought process of choices in design.	Explanation and presentation of their design somewhat enhanced your idea, understanding, and thought process of choices in design.	Explanation and presentation of their design did not enhance your idea, understanding, and thought process of choices in design.	POINTS (Out of 5 for each standard) _____
Comments:					

**GENERAL RULES FOR TECHNICAL THEATRE: SCENIC DESIGN:**

Only one designer per entry. No collaborations are permitted. Designs for either theoretical or realized productions are acceptable. Grounds for disqualification include missing any required elements and provable plagiarism. All presentation materials must fit in a single layer on the tri-fold board and the space on the table in front of the board. While electronic displays may be included in the display space, QR codes or clickable links to various extra documents are not allowed. Judges may only review what is visible in the display space.

**REQUIRED ELEMENTS:**

- **A tri-fold board that includes:**
  - Play title
  - Entrant number (can be handwritten)
  - Play synopsis (50 words or less)
  - A design statement or theme of show (50 words or less)
  - Significant research
  - Inspiration images for design/color palette and/or Preliminary sketches
  - A citation of sources used (a bibliography is sufficient)
- **AT LEAST TWO of the following four options (students may do all four):**
  - **A physical scale model** showing the design of an entire show using a unit or permanent set design. Model may be **white or in color** showing how the finished set would look. Moveable props or set dressings are permitted to accompany the unit set. Model scale must be indicated and 1/4", 1/2" or 1" scale equal to 1'0". (Should be placed on the table in front of the tri-fold board.)
  - **Dimensional drawings or elevations** showing how the finished set would look. May be hand-drawn or digitally created. (Can be attached to the tri-fold board on the table in front.)
  - **A groundplan** for the production that clearly indicates performance space and shows set in relation to performance space. Scale must be indicated and 1/8", 1/4", or 1/2" scale equal to 1'0". (Can be placed on the table or on the tri-fold board.)
  - **A visual collage** showing the design ideas and illustrating how the set would look.
- **A verbal presentation of the design (5 min. maximum: 2-3 minute entrant presentation, judge questions for remaining time):**
  - Entrant states with entrant number, category (costume or scenic design), title of play, and author.
  - Entrant discusses specific design statement for chosen design.
  - Entrant discusses how design supports the storytelling in the play.
  - Entrant discusses the history and research images and information applicable to the final design and IF they stuck with the original setting/time period OR chose to change that, and why.
  - Entrant explains how the design(s) further the mood or tone of the show, including images or colors that stood out.
  - Entrants should use the information and images on their trifold to solidify their design(s) as they present their choices from start of the process to finished product.
  - **Judges may ask clarifying questions with any remaining time. Total time cannot exceed 5 minutes for presentation and questions. Presentation, questions and answers must be cutoff when 5 minute mark is reached.**

Please take note of the following rules from the Handbook when rating and ranking each piece:

- After rating the students designs and presentations, you are then asked to rank the designs and presentations in each round 1-4. (1 is highest) If there are more than 4 performances, rank all remaining students 4th .."
- A Judge must calculate the total points received from each category.
- Scores must be WHOLE NUMBERS.
- If you feel that a piece has not followed the rules on the ballot and therefore should be deemed ineligible, please score the piece as you normally would. Please note the concern on the ballot below.

<b>FINAL SCORE OUT OF 25 POINTS</b>	<b>FINAL RANKING:</b> (Circle one)	<b>ATTENTION TABULATION ROOM:</b>
<b>INSERT TOTAL POINTS HERE:</b> (Tallied from the front page)	<b>1 (highest score)</b> <b>2 (second highest score)</b> <b>3 (third highest score)</b> <b>4 (fourth highest score)</b> <b>5 (fifth highest score)</b> <b>6 (all others)</b> <b>NO TIES FOR RANKING 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> place</b>	____ Timing Issue (explain below) ____ Rule Violation (explain below) ____ Other Concerns (explain below)

ADDITIONAL COMMENTS: (Please justify why you gave them their score and ranking)

Judge's Name (please print)

Judge's Signature