



## Makeup/Hair Design Rubric-METG



**Student Name** \_\_\_\_\_ **School** \_\_\_\_\_

**Name of Play/Scene** \_\_\_\_\_ **Playwright** \_\_\_\_\_

**Character one-name**

\_\_\_\_\_

**Brief description of the character**

\_\_\_\_\_

\_\_\_\_\_

**Character two-name**

\_\_\_\_\_

**Brief description of the character**

\_\_\_\_\_

**Character three-name**

\_\_\_\_\_

**Brief description of the character**

\_\_\_\_\_

\_\_\_\_\_

**Character four-name**

\_\_\_\_\_

**Brief description of the character**

\_\_\_\_\_

\_\_\_\_\_

**Is the applicant's design concept original?** Yes \_\_\_\_\_ No \_\_\_\_\_

**Is the design illustrated on 11"x17" paper in color?** Yes \_\_\_\_\_ No \_\_\_\_\_

**Are there designs for four characters?** Yes \_\_\_\_\_ No \_\_\_\_\_

**Do the designs contain fabric supporting photos?** Yes \_\_\_\_\_ No \_\_\_\_\_

Student Name \_\_\_\_\_

Final Score \_\_\_\_\_

Category	4 points- Excellent	3 points- Proficient	2 points- Developing	1 point- Emerging	Points Earned
<b><u>Concept</u></b> – Do the designs for the four characters have a cohesive, meaningful design concept that is appropriate for the play?	The design for the four characters perfectly created a cohesive, meaningful design concept that is appropriate for the play.	The design for the four characters almost always created a cohesive, meaningful design concept that is appropriate for the play.	The design for the four characters sometimes created a cohesive, meaningful design concept that is appropriate for the play.	The design for the four characters rarely created a cohesive, meaningful design concept that is appropriate for the play.	
<b><u>Color/Texture/Pattern</u></b> Do the design elements work to establish character, location, and enhance the mood of the piece?	The dramatic elements perfectly worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements almost always worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements sometimes worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements rarely worked to establish character, time, location, and enhance the mood of the piece.	
<b><u>Design</u></b> – Do the designs of the hair and makeup show an understanding of social class, age and historical period?	The designs of the hair/makeup show an excellent understanding of social class, age and historical period.	The designs of the hair/makeup show a good understanding of social class, age and historical period.	The designs of the hair/makeup show a fair understanding of social class, age and historical period.	The designs of the hair/makeup show little or no understanding of social class, age and historical period.	
<b><u>Presentation</u></b> – Does the student show an innate passion in exploring the designs? Does the student use appropriate vocabulary to explain choices?	The student showed a great love of the creativity of design and a thorough understanding of the research vocabulary	The student showed good sense of the creativity of design and a good understanding of the research vocabulary	The student showed an interest in the creativity of design and a decent understanding of the research vocabulary	The student lacked a spark of the creativity of design and a minimal understanding of the research vocabulary	