

## Assessment –Costume Design

	Managing Time	Collaboration	Design
<b>Gold</b>	<ul style="list-style-type: none"> <li>• Student is well planned and always manages to meet the deadlines</li> <li>• Student completes all task without having to be reminded</li> <li>• Student is competent at demonstrating the skills of scheduling and prioritising</li> </ul>	<ul style="list-style-type: none"> <li>• Student helps the team to solve problems and manage conflicts</li> <li>• Student is confident at taking either the lead or supporting role and is always willing to help others in the group who may find things difficult.</li> <li>• Student makes discussions effective by clearly expressing ideas, asking probing questions and making sure everyone is heard</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands the importance of researching what already exists and then evaluating the strengths and weaknesses in order to influence their own designs.</li> <li>• All designs are beautifully presented and redrafted several times.</li> <li>• Peer feedback has been used successfully to improve work</li> <li>• Student carefully evaluates the quality of an idea and selects the best ones to shape into the final outcome</li> <li>• Student has clearly shown an understanding of character in their design and can justify their choices.</li> <li>• All costumes designed are effective and fit for purpose.</li> </ul>
<b>Silver</b>	<ul style="list-style-type: none"> <li>• Student meets most deadlines</li> <li>• Student completes most tasks without having to be reminded but may need prompting by others</li> <li>• Student has started to demonstrate the skill of scheduling and prioritising</li> </ul>	<ul style="list-style-type: none"> <li>• Student cooperates with the team but may not actively help to solve problems</li> <li>• Student attempts to take on a range of roles in a team and sometimes offers help to others.</li> <li>• Student sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Student has begun to research what already exists and made comments about what they like and dislike.</li> <li>• Designs are redrafted several times.</li> <li>• Student has used some feedback from others to improve their work.</li> <li>• Student has shown some understanding of their character.</li> <li>• Some of the costumes are effective but they could be improved.</li> </ul>
<b>Bronze</b>	<ul style="list-style-type: none"> <li>• Student has missed deadlines on several occasions and finds it difficult to organise themselves effectively.</li> <li>• Student needs reminding to complete tasks and is not yet working independently to manage time.</li> <li>• Student has not demonstrated the skills of scheduling and prioritising and usually leaves this to someone else in the group to organise.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not always help the team to solve problems and sometimes causes problems for the group.</li> <li>• Student can take on one role and complete his/her allocated tasks. Student is usually the one who requires more support and encouragement.</li> <li>• Student does not ask probing questions, express ideas or elaborate in response to questions in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited research about what exists has been undertaken</li> <li>• There is little evidence of redrafting. Few improvements have been made.</li> <li>• Feedback from others has not been used to improve work.</li> <li>• The costume shows a limited understanding of the character.</li> <li>• The costumes designed are not effective or always fit for purpose.</li> </ul>
<b>Below Standard</b>			