

# CURRICULAR AREA - PERFORMING ARTS

## COURSE(S) - Drama 1, Drama 2, Advanced Drama

### FINAL MARK RUBRIC

| MARK                  | PERCENTAGE RANGE | DESCRIPTION   |
|-----------------------|------------------|---|
| <b>A-Accomplished</b> | 90-100%          | <ul style="list-style-type: none"><li>• <b>Planning</b>-Demonstrate planning with understanding, purpose, clarity, focus and creativity. Show perceptive understanding of how the rehearsal process affects the outcome. Exploration of how vocabulary and expression can enhance the drama</li><li>• <b>Group Work</b> Shows the ability to draw the best from others and achieve personal best</li><li>• <b>Communication Acting Skills</b><br/>Communication that moves the action forward successfully and makes outstanding use of a wide range of theatrical skills in a perceptive manner</li><li>• <b>Individual Performance Characterization</b><br/>Role is totally integral to the performance and shows understanding of character, relationships and genre</li><li>• <b>Oral and Written Evaluation</b> Review the work of others in an exciting and perceptive way.</li></ul> |
| <b>B - Skillful</b>   | 80-89.9%         | <ul style="list-style-type: none"><li>• <b>Planning</b>- Plan with understanding, purpose, clarity, focus and creativity. Understand the way in which the rehearsal process affects the outcome</li><li>• <b>Group Work</b> Shows leadership and empathy within the group</li><li>• <b>Communication Acting Skills</b><br/>Communication that moves the action forward successfully and integrates a range of theatrical communication skills</li><li>• <b>Individual Performance Characterization</b><br/>Role is totally integrated within the drama and relates effectively to other roles</li><li>• <b>Oral and Written Evaluation</b> - Reviews the work of others integrating cultural and historical contexts and shows evidence of critical analysis which reflects their understanding of theatrical performance</li></ul>   |

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| <b>C - Competent</b> | 70-79.9%  | <ul style="list-style-type: none"> <li>• <b>Planning</b> - Have planned the rehearsal process and outcome, selecting a style containing appropriate language and expression</li> <li>• <b>Group Work</b> - Works effectively with and contributes to the group</li> <li>• <b>Communication Acting Skills</b> - Communication that moves the action forward successfully and shows a holistic view of their work and the way the skills interact to create meaning and atmosphere.</li> <li>• <b>Individual Performance Characterization</b> - Role reflects thought and interpretation and contributes to the drama</li> <li>• <b>Oral and Written Evaluation</b> - Reviews the work of others and recognizes successful ideas and refers to cultural and historical contexts</li> </ul> |
| <b>D - Basic</b>     | 60-69.9%  | <ul style="list-style-type: none"> <li>• <b>Planning</b> - See planning in a simple way but with some creativity</li> <li>• <b>Group Work</b> - Is an occasional participant in group activities</li> <li>• <b>Communication Acting Skills</b> - Communication that moves the action forward at a simple level and makes some use of communication skills and techniques</li> <li>• <b>Individual performance Characterization</b> - Role shows some insight and perception</li> <li>• <b>Oral and Written Evaluation</b> - Reviews the work of others and recognizes one or two successful ideas and shows evidence of critical analysis</li> </ul>   |
| <b>F - Limited</b>   | Below 60% | <ul style="list-style-type: none"> <li>• <b>Planning</b> - Some planning in evidence</li> <li>• <b>Group Work</b> - Makes little constructive contribution to the group</li> <li>• <b>Communication Acting Skills</b> - Some communication that moves the action forward at the simplest level but struggled to see the meaning of the script</li> <li>• <b>Individual Performance Characterization</b> - Some communication that moves the action</li> </ul>  |

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|  |  |   |
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|  |  | <p>forward at the simplest level but struggled to see the meaning of the script</p> <ul style="list-style-type: none"><li>• <b>Individual Performance</b> - No depth of role or study</li><li>• <b>Oral and Written Evaluation</b> - Seldom reviews the work of others and recognizes one or two successful ideas</li></ul> |
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