

## Performance in Role

## Skill Stage 2

Students perform as a character in a scripted scene presented after rehearsal.

EXPECTATION	STUDENT COACHING RUBRIC	TASK SPECIFIC CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>CREATION: APPLICATION OF THE CREATIVE PROCESS</b>						
Demonstrate an understanding of group responsibility in the creation of a drama.	I usually stay 'in character' while role playing.	Perform the role with concentration and focus.	- disturbs concentration several times (e.g., talking to peer, speaking or acting out of character)	- interrupts concentration a few times (e.g., talking to peer, speaking or acting out of character)	- breaks concentration once or twice (e.g., talking to peer, speaking or acting out of character, fidgeting)	- performs the role with concentration and focus (e.g., not talking to peer, speaking or acting out of character, fidgeting)
<b>CREATION: APPLICATION OF KNOWLEDGE AND SKILLS IN FAMILIAR CONTEXTS</b>						
Demonstrate an understanding of the control of volume, tone, pace and intention in an expressive speech.	I control the tone of my voice by using pitch range, volume and tempo changes.	Use pitch range to express the character's feelings, thoughts and attitudes.	- uses a narrow pitch range to reflect the character's thoughts, feelings and attitudes	- employs a somewhat limited pitch range to convey the character	- draws upon a wide pitch range to convey the character	- expresses the character with an extensive pitch range
		Purposefully control volume to suit the character and situation.	- uses a few volume levels which are sometimes inappropriate to the character in the situation	- employs a limited range of volume levels which is sometimes appropriate to the character in the situation	- draws upon a range of volume levels which are appropriate to the character in the situation	- enhances the character's development and audience involvement through an extensive range of volume levels
		Control tempo to suit the character and situation (e.g., pauses of appropriate duration, tempo appropriate to the character's emotions).	- does not control the tempo of speech to suit expression of character	- uses some control of the tempo of speech to suit expression of character	- manages the tempo of speech to suit expression consistent with the character	- enhances the expression of the character's feelings, thoughts and attitudes by manipulating the tempo of speech

## Performance in Role (2)

## Skill Stage 2

EXPECTATION	STUDENT COACHING RUBRIC	TASK SPECIFIC CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>COMMUNICATION: USE OF ARTISTIC LANGUAGE AND SYMBOLS</b>						
Demonstrate an understanding of movement, gesture, and non-verbal communication, to express ideas in a drama.	I use gestures and non-verbal communication to express what my character is thinking and feeling.	Use gestures and non-verbal communication (e.g., facial expression, posture) to express the character's emotions.	- uses few gestures to express the thoughts and feelings of the character, gestures are sometimes inappropriate to the character	- employs some gestures to express thoughts and feelings, most of which are appropriate to the character	- clarifies the thoughts and feelings of the character through gestures appropriate to the character	- enhances and adds a new dimension to the thoughts and feelings of the character through unique gestures and non-verbal communication
Demonstrate an understanding of the principles and elements of movement.	I use movement and stage positioning to express thoughts and feelings effectively.	Use movement to express thoughts and feelings and engage the audience.	- rarely uses stage position or movement to reflect thoughts and feelings	- sometimes reflects thoughts and feelings through stage position or movement	- often clarifies thoughts and feelings through stage position or movement which engages the audience	- captivates the audience and clarifies ideas consistently through the management of both stage position and movement
<b>THINKING/INQUIRY: CREATIVE THINKING SKILLS</b>						
Demonstrate an understanding of their own and others' respective functions in collaborative work on a drama.	I listen to other role players while performing in role.	Listen and verbally respond appropriately in role.	- reacts but does not respond appropriately to input from other characters	- sometimes reacts and replies appropriately to input from other characters	- usually makes appropriate responses to input from other characters	- always creates an appropriate response to input from other characters
<b>THEORY: UNDERSTANDING OF RELATIONSHIPS BETWEEN CONCEPTS</b>						
Demonstrate an understanding of their own and others' respective functions in collaborative work on a drama.	I respond to other role players and pick up visual cues from them while performing my role.	Physically respond (e.g., gestures, stage position, actions) to visual cues and adapt stage positioning or action in response to others.	- uses movements and actions unrelated to cues from other players	- sometimes responds physically to movement and action cues from other players	- usually adjusts stage position, gestures and actions to movements and actions of other players	- always adapts stage position, gestures and actions to movement and actions of other players