**Drama X – Final Project: One-Act Play** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Curriculum Outcomes Addressed:**

*Speaking and Listening*

2.5 – evaluate the effectiveness of one’s own and others’ spoken language in a variety of situations, recognizing the effects of significant verbal and non-verbal features

2.6 – understand how the content and message are affected by verbal and non-verbal language (repetition, eye contact, and volume)

3.4 – demonstrate an awareness of the power of spoken language to influence and manipulate, to reveal ideas, values and attitudes

*Reading and Viewing*

7.6 – evaluate the portrayal of culture and reality as portrayed in media text

*Writing and Representing*

9.1 – continue to use a variety of forms as well as other art forms such as visual arts, music and drama

9.3 – understand that ideas can be represented in more than one way and experiment with many forms

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| **Categories** | **Incomplete – 0pts** | **Does not yet meet outcomes – 1 pt** | **Minimally meets outcomes – 2 pts** | **Meets outcomes – 3 pts** | **Exceeds outcomes – 4 pts** |
| **Actors (Non-Verbal Expression and Movement, Voice, Dialogue Fluency) X2** | No movement of body; Monotone voice – audience could not understand most of actor’s dialogue; Read directly from script throughout performance. | Actor’s head, eye, and hand movements do not match the script or engage the audience; Voice pace, expression and volume gives “flat” delivery. Voice is barely audible; Required frequent line prompts during the performance. | Actor’s movements are minimal and under rehearsed. Some evidence of either eye contact with others OR gestures; Voice pace, expression and volume communicates one emotion. Voice is either too soft or too loud, but is audible throughout the performance; Lines were memorized, but required 3-5 line prompts. | Actor performs with confidence; head, eye, and hand movement engages the audience and enhances the character; Actor’s voice shows understanding of character. Pace, expression, and volume vary to accurately demonstrate character’s emotions. Voice is clearly audible throughout performance. Lines were well memorized, but required 1-2 line prompts. | Actor’s performance reflects well-rehearsed, expressive movements, enthusiastic rendering of character. Head, eye and hand movement and voice engages the audience throughout performance and shows exceptional characterization; Voice is clearly audible throughout performance; Perfect memorization and delivery of lines. |
| **Producers (Promotional Materials) X2** | No promotional materials (poster, program, announcements or email correspondence) were prepared for the performance.  Performance date and space were not determined with the office. | Minimal promotional materials were prepared for the performance; but were put together at the last minute with little attention to detail or mechanical accuracy. Research into formatting of programs and promotional materials was not considered. | Promotional materials show signs of limited research into design. Some evidence of revision and editing is evident. Communication with parties involved in viewing the performance took place. Discussions with office regarding space and performance date were completed. | Promotional materials show attention to detail in terms of design and content included. Evidence of revision and editing is evident. Communications with parties involved in final performance were effective and a clear plan for final performance was undertaken. | Promotional materials exceed expectations. Design was well researched and content was creatively presented to be effective and engaging. Final versions are error free. All correspondence with parties involved in final performance were effectively executed. |
| **Stage Team (Props/**  **Costumes/Set, Music and Lighting Design, Stage Management) X2** | Stage Team did not take notes during rehearsals to aid in identifying and obtaining props, set pieces, costumes, music and/or lighting to arrange a complete or convincing set for performance. | Stage Team took notes during rehearsals to aid in identifying and obtaining props, set pieces, costumes, music and/or lighting to arrange a complete or convincing set for performance in a limited way. | Stage Team took notes and collaborated during rehearsals to aid in identifying and obtaining props, set pieces, costumes, music and/or lighting that arranged a complete and convincing set for performance. | Stage Team took notes, collaborated with the team during rehearsals and took initiative to identify and obtain props, set pieces, costumes, music and/or lighting that arranged a complete and convincing set for performance. | Stage Team took notes, collaborated with the team and actors during rehearsals and took initiative to identify and obtain props, set pieces, costumes, music and/or lighting that arranged a complete and convincing set for performance. |
| **Collaboration through Effective Communication Skills (SCO 2.5)** | Student did not collaborate with others to produce a polished final product by using effective communication skills. | Student collaborated with others on assigned tasks in a limited manner. Student occasionally welcomed constructive feedback and suggestions from group members. Student rarely demonstrated effective communication by contributing a limited number of ideas to group. | Student collaborated with others on assigned tasks by welcoming constructive feedback and suggestions from group members. Student engaged in effective communication by respectfully contributing and sharing ideas with others. | Student actively collaborated with others on assigned tasks by seeking out and welcoming constructive feedback and ideas from group members. Student regularly engaged in effective communication by sharing ideas with group by building on the ideas of others. | Student was a group leader by collaborating with others to create a final product that represented the best efforts of the group. Student actively and constructively provided feedback to group and sought out opinion and built on the ideas of the group in a respectful manner. |
| **Ingenuity and Creativity to produce finished product**  **(SCO 7.6, 9.1, 9.3)** | Student did not use ingenuity or creativity to analyze a piece of media text and contribute to the process of turning it into a piece of performance art.  Student was disengaged from all aspects of the project. | Student used some ingenuity and creativity to analyze a piece of media text and contributed in a limited way to the process of turning it into a piece of performance art. Student was engaged in a few aspects of the project. | Student used some ingenuity and creativity to analyze a piece of media text and somewhat contributed to the process of turning it into a piece of performance art. Student was engaged in some aspects of the project. | Student used ingenuity and creativity to analyze a piece of media text and contributed in a variety of ways to the process of turning it into a piece of performance art. Student was engaged in most aspects of the project. | Student used ingenuity and creativity to analyze a piece of media text and contributed in a significant way to the process of turning it into a piece of performance art.  Student was highly engaged in all aspects of the project. |
| **Effective Problem Solving (SCO 2.5)** | Student did not use effective problem solving methods or seek out peer / teacher assistance when encountering difficulties during production. | Student attempted to use effective problem solving methods or sought out peer / teacher assistance when encountering difficulties during production. | Student self-advocated and used effective problem solving methods or sought out peer / teacher assistance when encountering difficulties during production. | Student brainstormed and collaborated with peers to use effective problem solving methods when encountering difficulties during production. | Student brainstormed and collaborated with peers to use effective problem solving methods when encountering difficulties during production. Student was able to provide possible solutions to various issues as they arose. |
| **Awareness of spoken language to communicate needs of project and get needs met (SCO 2.6, 3.4)** | Student demonstrated no awareness of how to identify his/her own needs in terms of the project or how to communicate those needs to others during the project. Communication with others was not respectful nor did it look to get the needs of the project met. | Student demonstrated awareness of his/her own needs in terms of the project and communicated those needs to others during the project. Communication with others was respectful but did always get the needs of the project met as discussion was often off task. | Student demonstrated awareness of his/her own needs in terms of the project and communicated those needs to others during the project. Communication with others was respectful and helped get the needs of the project met by remaining on task some of the time. | Student demonstrated awareness of his/her own needs in terms of the project and communicated those needs to others during the project. Communication with others was respectful and helped get the needs of the project met by remaining on task most of the time. | Student demonstrated keen awareness of his/her own needs in terms of the project and communicated those needs to others during the project effectively. Communication with others was respectful and helped get the needs of the project met by remaining on task for the duration of the project. |
| **Peer Reflection Score – based on rating scale** |  |  |  |  | /10 pts |
| **Self-Reflection Score – based on rating scale** |  |  |  |  | /15 pts |
| **Total** |  |  |  |  | /**49 pts**  **= %** |