

**9-12 Theatre Arts**

2018-2019

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**Topic 1: Physical Expression**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Purposefully demonstrates appropriate movement, facial expressions, posture, and gestures to deliver a message that authentically expresses character and enhances the performance with an advanced level of artistry and audience engagement.  4B: Purposefully demonstrates appropriate stage business, spatial awareness and/or blocking to deliver a message and enhance a performance that authentically expresses a character/speaker, establishing a mood, motivation, or objective with an advanced level of artistry and audience engagement. | 3A: Purposefully demonstrates appropriate movement, facial expressions, posture, and gestures to deliver a message that authentically expresses character and enhances the performance.  3B: Purposefully demonstrates appropriate stage business, spatial awareness and/or blocking to deliver a message and enhance a performance that authentically expresses a character/speaker, establishing a mood, motivation, or objective in front of an audience. | 2A: Demonstrates many appropriate movements, facial expressions, posture, and/or gestures to deliver a message that frequently expresses character and enhances the performance.  2B: Demonstrates appropriate stage business, spatial awareness and/or blocking to deliver a message and enhance a performance that frequently expresses a character/speaker, establishing a mood, motivation, or objective in front of an audience. |

**Topic 2: Vocal Expression**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Purposefully demonstrates appropriate vocal variety (pitch/tone, rate/pause, volume/projection, and diction/enunciation) to authentically convey a message, character, or establish mood and/or motive with an advanced level of artistry and audience engagement.  4B: Utilizes appropriate breath support and techniques throughout the process and performance with an advanced level of artistry and audience engagement. | 3A: Purposefully demonstrates appropriate vocal variety (pitch/tone, rate/pause, volume/projection, and diction/enunciation) to authentically convey a message, character, or establish mood and/or motive.  3B: Utilizes appropriate breath support and techniques throughout the process and performance. | 2A: Demonstrates appropriate vocal variety (pitch/tone, rate/pause, volume/projection, and diction/enunciation) to convey a message, character, or establish mood and/or motive frequently throughout the performance.  2B: Utilizes appropriate breath support and techniques frequently throughout the process and performance. |

**Topic 3: Theatrical Process**

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|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4A: Constructs, revises, refines, and justifies a theatrical form given the beyond the parameters of the assignment.  4B: Responds appropriately to direction and feedback. Can also self-direct.  4C: Utilizes content vocabulary to reflect on how the process impacts the end product, addressing both strengths and areas for growth with an advanced level of insight and artistry.  4D: Creates and justifies a technical design that supports thematic, directorial, cultural, and historic elements of a production with authenticity, originality, and an advanced level of artistry. | 3A: Constructs, revises, refines, and justifies a theatrical form given the appropriate parameters  3B: Responds appropriately to direction and feedback.  3C: Utilizes content vocabulary to reflect on how the process impacts the end product, addressing both strengths and areas for growth.  3D: Creates and justifies a technical design that supports thematic, directorial, cultural, and historic elements of a production with authenticity and originality. | 2A: Constructs, revises, refines, and/or justifies a theatrical form mostly within the appropriate parameters.  2B: Attempts appropriate response to direction and feedback  2C: Utilizes content vocabulary to reflect on how the process impacts the end product.  2D: Creates and justifies a technical design that supports thematic, directorial, cultural, and/or historic elements of a production. |

**Topic 4: Dramaturgy**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4A: Utilizes multiple credible resources to research topics throughout theatrical history, styles, genres and applies research to a product with an advanced level of artistry.  4B: Analyzes theatrical elements from within a text to develop and justify an appropriate theatrical experience supported by research with an advanced level of artistry. | 3A: Utilizes multiple credible resources to research topics throughout theatrical history, styles, genres and applies research to a product.  3B: Analyzes theatrical elements from within a text to develop and justify an appropriate theatrical experience supported by research. | 2A: Utilizes multiple resources to research topics throughout theatrical history, styles, genres and applies research to a product.  2B: Analyzes theatrical elements from within a text to develop a theatrical experience mostly supported by research. |

**Topic 5: Professionalism**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4A: Demonstrates audience norms by actively engaging with the performance through appropriate listening, response, and conduct throughout the performance without distraction. Is a model for other students.  4B: Implements rehearsal techniques to progress the development of a performance demonstrating committed engagement and effective use of time, including on-time arrival and preparedness for class. Shows leadership within the class  4C: Engages in collaborative activities by taking an active role in the process, sharing feedback or ideas, and responding thoughtfully to diverse perspectives. Promotes equity within collaborative efforts. | 3A: Demonstrates audience norms by actively engaging with the performance through appropriate listening, response, and conduct throughout the performance without distraction.  3B: Implements rehearsal techniques to progress the development of a performance demonstrating committed engagement and effective use of time, including on-time arrival and preparedness for class.  3C: Engages in collaborative activities by taking an active role in the process, sharing feedback or ideas, and responding thoughtfully to diverse perspectives. | 2A: Demonstrates audience norms by actively engaging with the performance through appropriate listening, response, and conduct throughout the majority of the performance without distraction.  2B: Implements rehearsal techniques to progress the development of a performance demonstrating committed engagement and effective use of time, including on-time arrival and preparedness for class most of the time.  2C: Engages in collaborative activities by taking an active role in the process, sharing feedback or ideas, and/or responding thoughtfully to diverse perspectives most of the time |