

The Drama Rubric – Grades 6, 7 & 8

Standard	Not yet (1)	Yes, but (2)	Yes (3)	Yes, and (4)
<p>Acting: uses voice, face, body, movement and dialogue to portray characters.</p>	<ul style="list-style-type: none"> • May communicate simple or straightforward characters or emotions. • May use some facial and/or vocal expression, but personality or character is not yet clear. 	<ul style="list-style-type: none"> • Portrays character's emotion and personality using at least two of face, body and voice. • Demonstrates straightforward understanding of character's viewpoint. • Sense of character is evident, but characterization may not be sustained or consistent. 	<ul style="list-style-type: none"> • Makes effective choices as to use of face, body and voice to show character's personality and emotion. • Demonstrates some attention to detail in character portrayals. • If improvising: creates dialogue that is appropriate to character. • Demonstrates empathy. • Maintains character and performs with focus. 	<ul style="list-style-type: none"> • Consistently uses face, body and voice, dialogue and movement to create detailed and specific character portrayals. • Improvises with a clear character voice. • Demonstrates mature understanding and empathy. • Listens and relates to other actors in role. • Maintains role through extended scenes and performs with commitment.
<p>Playwriting/Directing: develops and stages improvised and scripted scenes.</p>	<ul style="list-style-type: none"> • May improvise some dialogue, but the dialogue may lack detail, or not be appropriate to the character or situation. • Makes limited use of blocking or does not include movement when staging scenes. • Demonstrates limited understanding of dramatic conflicts. • Does not make changes to drama work in response to reflection or constructive criticism. 	<ul style="list-style-type: none"> • Creates or interprets scenes and dialogue demonstrating straightforward understanding of dramatic conflict and dramatic structure. • Ideas have some detail and begin to explore straightforward conflicts. • Staging of scenes shows some use of blocking to show action or emotion, but use of movement may still be limited or unfocused. • Adapts and revises drama work in rehearsal in response to constructive criticism and reflection. 	<ul style="list-style-type: none"> • Contributes to the development of dramatic stories and situations in and out of role. • Accurately identifies conflicts and tensions, structures scenes, and improvises appropriate dialogue with some detail. • Stages scenes using blocking to enhance action, emotion and tension, though use of blocking may not yet be consistent. • Analyzes and reflects on practical work throughout the creative process, and uses reflection to revise, refine and improve practical work. 	<ul style="list-style-type: none"> • Demonstrates mature ability to identify and explore conflicts in depth both in and out of role. • Consistently and creatively develops scenes, characters and conflicts. • Consistently uses blocking to reflect or enhance action, emotion, relationships and tension. • Demonstrates good awareness of sub-text. • Consistently analyzes and reflects on practical work throughout the creative process, and uses reflection to make both significant and subtle modifications to practical work.
<p>Effort: participates collaboratively, asks for clarification, engages in work and perseveres when challenged.</p>	<ul style="list-style-type: none"> • Level of participation and collaboration is limited. • Needs support to make effective use of time. • Demonstrates limited engagement with subject matter. • May need repeated reminders to follow classroom rules and procedures. 	<ul style="list-style-type: none"> • Listens and participates cooperatively during discussions and practical drama work. • Attends to work, engages with subject matter and perseveres with some support from teacher or peers. • Follows classroom rules and procedures with minimal teacher support. 	<ul style="list-style-type: none"> • Participates actively in discussions and practical work, and engages with subject matter. • Works cooperatively and contributes to group leadership. • Perseveres when challenged, maintains a steady work rate and a positive attitude. • Consistently follows classroom rules and procedures. 	<ul style="list-style-type: none"> • Listens and participates actively, energetically, and thoughtfully. • Consistently demonstrates cooperation, consensus building, leadership, self-motivation and self-discipline.