

# Adams 12 Five Star School District Theatre Rubrics

## Content Area: Drama and Theatre Arts

### Sixth Grade Standard: Create

1. Characterization throughout a scripted or improvised scene
2. Creation of a scene or play from an original idea, story or other form of literature
3. Design and technical elements of theatre in improvised and scripted works

|   | Characterization  | Play Building  | Technical  |
|---|---|--|--|
| 4 | <ul style="list-style-type: none"> <li>• Experiment with basic movement and vocal techniques and make choices about them in order to develop roles or characters with commitment</li> <li>• Create roles or characters of their own imagining through improvisation</li> <li>• Recognize character traits and choices in a scripted text</li> </ul> | <ul style="list-style-type: none"> <li>• Develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, actions, and a beginning, middle, and end</li> <li>• Create through improvisation a scene or situation from literature, history, or current events</li> </ul>   | <ul style="list-style-type: none"> <li>• Discuss, plan, describe, and make the design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>• Choose, analyze, and discuss the emotional impact of design elements on an improvised or scripted play</li> <li>• Identify and use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>• Experiment with basic movement and vocal techniques to develop roles or characters</li> <li>• Create some roles or characters through improvisation</li> <li>• Recognize some character traits and choices in a scripted text</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, and a beginning, middle, and end</li> <li>• Contribute to the creation of an improvised scene or situation from literature, history, or current events</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Discuss and describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>• Choose and discuss the impact of design elements on an improvised or scripted play</li> <li>• Identify appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>  |
| 2 | <ul style="list-style-type: none"> <li>• Struggles with basic movement and vocal techniques to develop roles or characters</li> <li>• Difficulty in creating some roles or characters through improvisation</li> <li>• Limited recognition of character traits and choices in a scripted text</li> </ul>  | <ul style="list-style-type: none"> <li>• Struggles with the development of scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, and a beginning, middle, and end</li> <li>• Limited contribution to the creation of an improvised scene or situation from literature, history, or current events</li> </ul> | <ul style="list-style-type: none"> <li>• Struggles to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>• Difficulty in identifying the impact of design elements on an improvised or scripted play</li> <li>• Struggles to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>                              |
| 1 | <ul style="list-style-type: none"> <li>• Unable to utilize basic movement and vocal techniques to develop roles or characters</li> <li>• Fails in creating some roles or characters through improvisation</li> <li>• Unable to recognize character traits and choices in a scripted text</li> </ul>   | <ul style="list-style-type: none"> <li>• Is unable to develop scenes through improvisation, theatre games, puppetry, or writing that have distinct character, clear relationships, conflict, setting, and a beginning, middle, and end</li> <li>• Does not contribute to the creation of an improvised scene or situation from literature, history, or current events</li> </ul>               | <ul style="list-style-type: none"> <li>• Unable to describe design elements such as set, lights, costumes, props, sounds, makeup, special effects, media, and publicity for an improvised or scripted work</li> <li>• Cannot identify the impact of design elements on an improvised or scripted play</li> <li>• Is unable to use appropriate vocabulary to describe the kinds of stage spaces (proscenium, thrust, and arena), stage directions, areas of the stage (upstage, downstage, stage right, and stage left), and basic blocking techniques</li> </ul>   |