

# Adams 12 Five Star School District Theatre Rubrics

## Content Area: Drama and Theatre Arts

### Seventh Grade Standard: Create

1. Characterization in a scripted or improvised scene
2. Contributions in improvisation and play building
3. Technical and design elements in improvised and scripted works

	Characterization	Play Building	Technical
4	<ul style="list-style-type: none"> <li>• Develop and use language appropriate to a role or character</li> <li>• Develop and use fundamental vocal and physical techniques appropriate to conveying a role or character</li> <li>• Experiment with a variety of roles, characters and relationships through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Develop linear scene and plot structures to communicate dramatic ideas</li> <li>• Devise, explore, and enact a variety of texts</li> <li>• Analyze, interpret, and explore simple or multi-layer scripts or scenes</li> <li>• Select and use appropriate information and communication technologies to devise collaborative dramatic works</li> <li>• Construct and analyze a situation to be improvised</li> <li>• Collaborate as part of an ensemble to problem-solve improvised scene work</li> <li>• Make, accept, and extend offers in improvisation, and contribute ideas in improvised scenes</li> <li>• Link play building scenes in different ways to create cohesive material/work</li> </ul>	<ul style="list-style-type: none"> <li>• Make and justify choices on the selection and use of design elements to support scripted and unscripted material</li> <li>• Identify and analyze the application of design elements of scripted and unscripted material</li> <li>• Implement the use of 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>• Use language in the portrayal of a role or character</li> <li>• Use vocal and physical techniques to convey a role or character</li> <li>• Play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plot structures to communicate dramatic ideas</li> <li>• Enact a variety of texts</li> <li>• Use appropriate information and communication technologies with collaborative dramatic works</li> <li>• Construct a situation to be improvised</li> <li>• Problem-solve improvised scene work</li> <li>• Make and accept offers in improvisation, and contribute some ideas in improvised scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices on the selection and use of design elements to support scripted and unscripted material</li> <li>• Identify the application of design elements of scripted and unscripted material</li> <li>• Understand the use of 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 using language in the portrayal of a role or character</li> <li>• Limited use of vocal and physical techniques to convey a role or character</li> <li>• Reluctant to play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to develop plot structures</li> <li>• Limited ability to enact a variety of texts</li> <li>• Struggles to use information and communication technologies with collaborative dramatic works</li> <li>• Has difficulty constructing a situation to be improvised</li> <li>• Limited problem-solving in improvised scene work</li> <li>• Struggles to make and accept offers in improvisation, and contribute some ideas in improvised scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make choices on the selection of design elements to support scripted and unscripted material</li> <li>• Has difficulty in identifying the application of design elements of scripted and unscripted material</li> <li>• Limited understanding of 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>• Poor use of language in the portrayal of a role or character</li> <li>• Cannot use vocal and physical techniques to convey a role or character</li> <li>• Fails to play with roles and characters through improvised techniques in fictional situations and scripted text</li> </ul>	<ul style="list-style-type: none"> <li>• Does not develop plot structure</li> <li>• Fails to enact a variety of texts</li> <li>• Does not use information and communication technologies with collaborative dramatic works</li> <li>• Cannot construct a situation to be improvised</li> <li>• Unable to problem-solve improvised scene work</li> <li>• Fails to contribute to an improvisation, and does not contribute ideas in improvised scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to make choices on the selection of design elements to support scripted and unscripted material</li> <li>• Fails to identify the application of design elements of scripted and unscripted material</li> <li>• Lacks understanding of 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>