



**COURSE NAME:** Drama – ADA20

**TABLEAU:  
Warm-up!**

**Teacher:** Mr. Victor Gajardo

**Student's Name:**

**Date:** November 14th - 21st, 2022

**Mark:**                      %    **Level:**

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application
Symbol	K/U	T/I	C	A
Weight	25 %	25 %	25 %	25 %
Level				
Percentage				
Mark	/8	/8	/8	/8

**Overall Expectations/Specific Expectations:**

**Overall Expectations:**

**A. CREATING AND PRESENTING**

- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works.

**B. REFLECTING, RESPONDING, AND ANALYSING**

- B3. Connections Beyond the Classroom: identify knowledge and skills they have acquired through drama activities and ways in which they can apply this learning in personal, social, and career contexts.

**C. FOUNDATIONS**

- C1. Concepts and Terminology: demonstrate an understanding of the nature and functions of drama forms, elements, conventions, and techniques, including the correct terminology for the various components.

**Specific Expectations:**

A1.3 use role play and characterization to explore personal and social issues.

B3.1 identify and describe skills, attitudes, and strategies they used in collaborative drama activities.

C1.3 demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works.



**Rubric:**

<b>CRITERIA</b>	<b>Level 1 4 pts.</b>	<b>Level 2 5 pts.</b>	<b>Level 3 6 - 7 pts.</b>	<b>Level 4 8 pts.</b>	<b>SCORE</b>
<b>Knowledge/ Understanding</b>	There's a lack of preparation. The materials needed, and rules and guidelines outlined for students to follow are vaguely or not explained to the students. Instructions are not clear enough.	There's some evidence of preparation. The materials needed, and rules and guidelines outlined for students to follow, are explained to the students, but the instructions are not clear.	There's evidence of preparation.. Most of the materials needed, and rules and guidelines outlined for students to follow are explained.	There's clear evidence of preparation, including all materials needed, and clear rules and guidelines outlined for students to follow.	
<b>Thinking/ Inquiry/ Problem Solving</b>	The student did not contribute to the explanation, and sometimes worked with their partner to collaborate. Safety and inclusion of some of the students were not considered. Time length was inappropriate.	The student vaguely contributed to the explanation, and sometimes worked with their partner to collaborate. Safety and inclusion of some of the students were considered. Time length was appropriate.	The student contributed to the explanation, and worked with their partner to collaborate. Safety and inclusion of most of the students were considered. Time length was appropriate.	The student greatly contributed to the explanation, and worked well with their partner to collaborate. Safety and inclusion of all students were considered. Time length was appropriate.	
<b>Communication</b>	The student lacks leadership when speaking, Confidence and enthusiasm for the game are vague. Support to their classmates is mostly absent while leading the warm up activity.	The student showed some leadership but confidence when speaking needs improvement. More support to their classmates is needed while leading the warm up activity.	The student showed leadership by speaking confidently, showing enthusiasm for the game, and being supportive of their classmates as they led them through the warm up.	The student showed clear leadership by speaking confidently, showing enthusiasm for the game, and being very supportive of their classmates as they led them through all the warm up.	
<b>Application</b>	Games and lessons lack a clear intention. The purpose of the warm up was not explained to the students or is not present.	Games and lessons were picked with intention. The purpose of the warm up was not explained to the students.	Games and lessons were thoughtful, and picked with intention. The purpose of the warm up was explained to the students.	Games and lessons were thoughtful, and picked with a clear and evident intention. The purpose of the warm up was thoroughly explained to the students.	
<b>FINAL SCORE</b>					