

COURSE NAME: Drama – ADA2O	
<b>MONOLOGUE:</b>	
FINAL EXAM	Student's Name:
	Date: Thursday, December 15th, 2022
Teacher: Mr. Victor Gajardo	
	Mark: % Level:

Categories	Knowledge/ Understanding	Thinking/Inquiry/ Problem Solving	Communication	Application	
Symbol	K/U	T/I	С	А	
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.

- A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources.

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:**

A1.1 develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama. A2.2 use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective.

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.

## <u>Rubric:</u>

CDITEDIA	Level 1	Level 2	Level 3	Level 4	GCODE
CRITERIA	4 pts.	5 pts.	6 - 7 pts.	8 pts.	SCORE
Knowledge/ Understanding	Dramatic conventions of drama are barely present during the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during half of the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during most of the performance: elements of tableau, mime, voice and improvisation.	Dramatic conventions of drama are present during the whole performance: elements of tableau, mime, voice and improvisation.	
Thinking/ Inquiry/ Problem Solving	The student shows poor or no evidence of working in class for the creative process, analysing and writing the script, rehearsals, and rarely puts forth new ideas to help. Regularly stays off tasks and is somehow dedicated to sharing points of view with their classmates.	The student shows some evidence of working in class for the creative process, analysing and writing the script, rehearsals, and sometimes puts forth new ideas to help. Stays on tasks half of the time and is somehow dedicated to sharing points of view with their classmates.	The student shows evidence of working in class for the creative process, analysing and writing the script, rehearsals, and usually puts forth new ideas to help. Stays on tasks most of the time and is dedicated to sharing points of view with their classmates.	The student shows clear evidence of working in class for the creative process, analysing and writing the script, rehearsals, and puts forth new ideas to help. Stays on tasks and is dedicated to sharing points of view with their classmates.	
Communication	Student uses limited or inappropriate gestures, body movements and facial expressions. Costumes and props do not help to communicate the purpose or are not present. Articulation is not clear: lines can be understood by the	Student sometimes moves expressively, using exaggerated gestures, body movements and facial expressions in half of the performance. Costumes and props are vaguely related to the character	Student moves cleanly, using exaggerated gestures, body movements and facial expressions. Costumes and props help communicate purpose. Articulation is mostly clear: lines can be understood by	Student moves expressively, using exaggerated gestures, body movements and facial expressions. Costumes and props help communicate purpose effectively. Articulation is smooth and	

	audience with	performed.	the audience	clear: lines can
	difficulty.	Articulation is	with little	be understood
		sometimes clear:	struggle.	without struggle.
		lines can be		
		understood by the		
		audience with		
		some struggle.		
	No evidence of	Some evidence of	Adequate	Exemplary
	preparation, nor	preparation and	interpretation of	interpretation of
	interpretation of	interpretation of	blocking:	blocking:
	blocking: moving	blocking: moving	moving with	moving with
	with poor	with vague	intention and	intention and
	intention and	intention and	organised	organised
	disorganised	disorganised	movements. The	movements. The
	movements.	movements. The	student stays in	student stays in
	The student	student stays in	character during	character during
	struggles to stay in	character during	most of the	the whole
Application	character during	half of the	performance.	performance.
	the performance.	performance.	Rules of Theatre	Rules of Theatre
	Rules of Theatre	Rules of Theatre	(stage hands and	are effectively
	(stage hands and	(stage hands and	feet, and no back	applied (stage
	feet, and no back	feet, and no back	to audience) are	hands and feet,
	to audience) are	to audience) are	applied during	and no back to
	vaguely applied	sometimes	most of the	audience).
	during the	applied during	performance.	Blocking is very
	performance.	the performance.		effective: no
				covering up of
				actors.
FINAL SCORE				
FINAL SCORE				