



<b>COURSE NAME:</b> Drama – ADA20	
<b>Unit 2, TABLEAU: Family Vacation... Gone Wrong!</b>	<b>Student's Name:</b>
	<b>Date:</b> Friday, November 11th, 2022
<b>Teacher:</b> Mr. Victor Gajardo	<b>Mark:</b> <b>%</b> <b>Level:</b>

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

**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:**

CRITERIA	Level 1 4 pts.	Level 2 5 pts.	Level 3 6 - 7 pts.	Level 4 8 pts.	SCORE
<b>Knowledge/ Understanding</b>	Conventions of tableau (freeze, focus, transitions, levels and depth) are barely present during the performance.	Conventions of tableau (freeze, focus, transitions, levels and depth) are present during half of the performance.	Conventions of tableau (freeze, focus, transitions, levels and depth) are present during most of the performance.	Conventions of tableau (freeze, focus, transitions, levels and depth) are present during the whole performance.	
<b>Thinking/Inquiry/ Problem Solving</b>	Student lacks concentration and focus resulting in limited collaboration during the performance. The student has difficulties staying still while freezing. Storyline does not communicate the main topic. Transitions are poorly coordinated.	Student attempts to collaborate with partners, but concentration and focus are weak during the performance. Frame-freezes portrayed by characters and events are performed weakly. Storyline is not clear. Transitions are not fluent.	Student uses concentration and focus to collaborate appropriately with their partners during the performance. Dynamic freezes that portray characters and events are present during most of the performance. Storyline communicates the main topic. Transitions are smooth and effective.	Student uses concentration and focus to collaborate seamlessly with partner during performance. Dynamic freezes that portray characters and events are present during the whole performance. Storyline communicates the main topic clearly. Transitions are smooth and effective.	
<b>Communication</b>	Student uses limited or inappropriate gestures, body movements and facial expression. Costumes and props do not help to communicate the purpose or are not present.	Student sometimes moves expressively, using exaggerated gestures, body movements and facial expression in two of the four scenes. Costumes and props are vaguely related to the character performed.	Student moves cleanly, using exaggerated gestures, body movements and facial expression. Costumes and props help communicate purpose.	Student moves expressively, using exaggerated gestures, body movements and facial expression. Costumes and props help communicate purpose effectively.	
<b>Application</b>	No interpretation of text or evidence of preparation. The student struggles to stay in character during the performance.	Some interpretation of text or evidence of preparation. The student stays in character during half of the	Adequate interpretation and preparation of text. The student stays in character during most of the performance.	Exemplary interpretation of text. The student stays in character during the whole performance. Rules of Theatre	



**THE ERINDALE ACADEMY**

1576 Dundas Street West, Mississauga ON L5C 1E5  
 www.teacademy.ca Tel: 905-232-1576  
 Email: info@teacademy.ca

	<p>Rules of Theatre (stage hands and feet, and no back to audience) are vaguely applied during the performance. Actors are covered in half of the scenes.</p>	<p>performance. Rules of Theatre (stage hands and feet, and no back to audience) are sometimes applied during the performance. Blocking is poor: actors are covered in some scenes.</p>	<p>Rules of Theatre (stage hands and feet, and no back to audience) are applied during most of the performance. Blocking is effective: no covering up of actors.</p>	<p>are effectively applied (stage hands and feet, and no back to audience). Blocking is very effective: no covering up of actors.</p>	
<p><b>FINAL SCORE</b></p>					