



<b>COURSE NAME:</b> Drama – ADA20	
<b>MIDTERM</b>	<b>Student's Name:</b>
	<b>Date:</b> Friday, November 18th, 2022
	<b>Mark:</b> <b>%</b> <b>Level:</b>
<b>Teacher:</b> Mr. Victor Gajardo	

<b>Categories</b>	<b>Knowledge/ Understanding</b>	<b>Thinking/Inquiry/ Problem Solving</b>	<b>Communication</b>	<b>Application</b>
<b>Symbol</b>	K/U	T/I	C	A
<b>Weight</b>	25 %	25 %	25 %	25 %
<b>Level</b>				
<b>Percentage</b>				
<b>Mark</b>	/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>	Conventions of tableau and mime (focus, levels, depth, exaggerated expression, consistency and resistance) are barely present during the performance.	Conventions of tableau and mime (focus, levels, depth, exaggerated expression, consistency and resistance) are present during half of the performance.	Conventions of tableau and mime (focus, levels, depth, exaggerated expression, consistency and resistance) are present during most of the performance.	Conventions of tableau and mime (focus, levels, depth, exaggerated expression, consistency and resistance) are present during the whole performance.	
<b>Thinking/Inquiry/ Problem Solving</b>	Student lacks concentration and focus resulting in limited collaboration during the performance. Storyline does not possess two of the next elements: beginning, middle or end, or is not clear.	Student attempts to collaborate with partners, but concentration and focus are weak during the performance. Storyline does not possess one of the next elements: beginning, middle or end.	Student uses concentration and focus to collaborate appropriately with their partners during the performance. Storyline with beginning, middle, and end is clear.	Student uses concentration and focus to collaborate seamlessly with partner during performance. Storyline with beginning, middle, and end is very clear.	
<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. Explore/ touch/ feel/ use is not clear, or does not show the audience the action effectively. Movements are disorganized.	Student sometimes moves expressively, using exaggerated gestures, body movements and facial expression in half of the performance. Costumes and props are vaguely related to the character performed. Explore/ touch/ feel/ use is not clear, or does not show the audience the action effectively. Movements are not well organized.	Student moves cleanly, using exaggerated gestures, body movements and facial expression. Costumes and props help communicate purpose. Uses explore/ touch/ feel/ use to show the audience the action. Movements are organized.	Student moves expressively, using exaggerated gestures, body movements and facial expression. Costumes and props help communicate purpose effectively. Uses explore/ touch/ feel/ use to show the audience the action. Movements are organized, smooth and clear.	



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<p><b>Application</b></p>	<p>No interpretation of storyline or evidence of preparation. The student struggles to stay in character during the performance. 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>Some interpretation of the storyline or evidence of preparation. The student stays in character during half of the 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>Adequate interpretation and preparation of the storyline. The student stays in character during most of the performance. 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>Exemplary interpretation of the storyline. The student stays in character during the whole performance. Rules of Theatre 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>					