Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Drama Rubric– Scenes 2**

**IB MYP Criterion A: Knowing and Understanding \_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student demonstrates **limited** application of skills and performance techniques. |
| 3-4 | The student demonstrates **adequate** application of skills and performance techniques. |
| 5-6 | The student demonstrates **substantial** application of skills and performance techniques. |
| 7-8 | The student demonstrates **excellent** application of skills and performance techniques. |

1. Actor memorized lines \_\_\_\_\_\_

2. Acted out the scene, showing correct emotions

 \_\_\_\_\_\_

3. Loud and Clear \_\_\_\_\_\_

4. Had prop if scene needed it

 \_\_\_\_\_

4. Went above and beyond the

rubric \_\_\_\_\_\_

5. Turned in rubric and

 character analysis

 \_\_\_\_\_\_

Your Partner’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of the Scene \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Emotions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Called Line \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Scenes 2 Checklist**

Students are to choose a partner, then memorize a new scene together. We are focusing on our new **Statement of Inquiry**, which is “*Human Beings use personal expression to aesthetically create a character or role*.” We are to connect feelings we’ve had in the past in order to show correct emotion while acting. We use incidents that happened to us, or that we’ve seen first hand to emulate those emotions or feelings.

1. \_\_\_\_\_\_ Choose a partner.

2. \_\_\_\_\_\_ Practice the scene daily (*at school and at home*).

3. \_\_\_\_\_\_ Memorize the scene.

4. \_\_\_\_\_\_ Write down all the emotions that your character is feeling, then reflect

on a time when you might have felt this way.

5. \_\_\_\_\_\_ Show correct emotions while performing your scene. Try your best.

6. \_\_\_\_\_\_ If your scene needs a prop, you perform with a prop. If your scene

needs a costume, you perform with a costume.

7. \_\_\_\_\_\_ Don’t loose the script, rubric or character analysis. Turn these in on

the day of the performance.

8. \_\_\_\_\_\_ Think of a way to make sure your performance is exciting and

interesting. We are going to see 15+ presentations, what is going to make yours unique?

9. \_\_\_\_\_\_ Try your best.