

Performance/Acting Rubric

Student name: _____ Reviewer: _____

	0	1	2	3	SCORE
Character Development	No evidence of appropriate acting technique* for character development	Some evidence of appropriate acting technique* for character development	Sufficient evidence of appropriate acting technique* for character development	Exemplary evidence of appropriate acting technique* for character development	
Vocal Quality	Inarticulate and no clear vocal choices	Articulation is a problem and some vocal choices are apparent	Demonstrates consistent vocal choices that reflects character	Clear and nuanced vocal interpretation that reflects character	
Movement Quality	Little or no physical commitment that reflects character movement with body	Some physicality that reflects character movement with body	Adequate physicality that reflects character movement with body	Exemplary physicality that reflects character movement with body	
Interpretation/Preparation	No interpretation of text or evidence of preparation	Some interpretation of text or evidence of preparation	Adequate interpretation and preparation of text but lacks nuanced approach to material	Exemplary interpretation of text and subtle nuanced approach to material	

COMMENTS:

*Acting Technique Defined:

- Clear Objectives,
- Given Circumstances
- Object of Attention
- Application of Research/Analysis,
- Emotional Engagement appropriate to character/story

Theatre Performance Rubric

Emma Smith

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the Emma Smith text bar.

Theatre Performance Rubric:

Standards-based Activities with Scoring Rubrics: Performance-based projects, 2002 Assessment Rubrics Decoded

Kelvin Heng Kiat Tan, 2020-03-27 Rubrics offer concrete artefacts of what schools evaluate to be of merit and what educators and schools value to be worth rewarding Assessment Rubrics Decoded offers insights into a myriad of issues that affect and are affected by the construction of merit in students learning and the articulation of underlying educational ideologies in the assessment of student achievement Designed for both students and teachers who should have parity of involvement in developing and using rubrics this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas The notion that rubrics may hinder assessment transparency is also discussed with examples to warn against uncritical use of rubrics that may discipline rather than help learners The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning and learners whilst offering concrete options and suggestions to consider This book will be a valuable resource for classroom teachers school leaders teacher educators and researchers interested in the field of assessment rubrics **The Cambridge Companion to Greek and Roman Theatre**

Marianne McDonald, Michael Walton, 2007-05-31 This series of essays by prominent academics and practitioners investigates in detail the history of performance in the classical Greek and Roman world Beginning with the earliest examples of dramatic presentation in the epic cycles and reaching through to the latter days of the Roman Empire and beyond this 2007 Companion covers many aspects of these broad presentational societies Dramatic performances that are text based form only one part of cultures where presentation is a major element of all social and political life Individual chapters range across a two thousand year timescale and include specific chapters on acting traditions masks properties playing places festivals religion and drama comedy and society and commodity concluding with the dramatic legacy of myth and the modern media The book addresses the needs of students of drama and classics as well as anyone with an interest in the theatre's history and practice **Performing Arts Rubrics and Program Templates**

Anita Anderson Endsley, 2010-08-13 Take the subjectivity out of grading student performances Properly rank the skill level of performers at auditions to secure the top candidates for your Theatre Program Recruit better through informative Open House Events and Community School Programming Turn your High School Theatre program into a professional feeder school for the top University Departments of Theatre **Performing Remains** Rebecca Schneider, 2011-03 Performing Remains is a collection of essays from one of Performance Studies leading scholars exploring the role of the fake the false and the faux in contemporary theatre Divided into seven essays this book examines both contemporary and historical performance with a wide scope questioning the importance of representation and reassessing the ritual value of failure **Assessment in the Drama Classroom** Jonathan

P. Jones, 2023-12-01 This textbook offers a practical approach for designing and implementing assessment for learning in the drama classroom *Assessment in the Drama Classroom* begins with a theoretical overview that covers the purpose of assessment with student centered culturally responsive methods The following chapters present an in depth analysis of how to organize drama curriculum develop measurable learning objectives and implement a backward planning approach to summative assessment Models and tools for generating diagnostic formative and summative assessments for various grade levels invite the reader to adapt these approaches to their classrooms Ideal for drama education and pedagogy courses this book is an accessible tool for drama educators to engage in critical reflection on assessment Drama educators will find methods and suggestions for reimagining their assessment practices and be empowered to meet the learning needs of their students From Standards to Rubrics in Six Steps Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more **Creating Readers with Poetry** Nile Stanley, 2004 The message in *Creating Readers with Poetry* is simple and strong Poetry helps children learn to read In this innovative resource Nile Stanley offers you teaching techniques that transform reading from a two dimensional world of boredom and frustration into a three dimensional world of voice movement and artistic expression He shows you how poetry supports the teaching of reading and allows students to relax and blossom His mini lessons and engaging activity poems provide standards based reading instruction that also build community confidence and enthusiasm He includes a CD of sung and spoken poetry performed by noted children's poets and students to use as instructional models *Creativity in Theatre* Suzanne Burgoyne, 2018-09-14 People who don't know theatre may think the only creative artist in the field is the playwright with actors directors and designers mere interpreters of the dramatist's vision Historically however creative mastery and power have passed through different hands Sometimes the playwright did the staging In other periods leading actors demanded plays be changed to fatten their roles The late 19th and 20th centuries saw the rise of the director in which director and playwright struggled for creative dominance But no matter where the balance of power rested good theatre artists of all kinds have created powerful experiences for their audience The purpose of this volume is to bridge the interdisciplinary abyss between the study of creativity in theatre drama and in other fields Sharing theories research findings and pedagogical practices the authors and I hope to stimulate discussion among creativity and theatre scholar teachers as well as multidisciplinary research Theatre educators know from experience that performance classes enhance student creativity This volume is the first to bring together perspectives from multiple disciplines on how drama pedagogy facilitates learning creativity Drawing on current findings in cognitive science as well as drama teachers lived experience the contributors analyze how acting techniques train the imagination allow students to explore alternate identities and discover the confidence to take risks The goal is to stimulate further multidisciplinary investigation of theatre education and creativity with the intention of benefitting both fields Principled

Practices for Adolescent Literacy Elizabeth G. Sturtevant, Fenice B. Boyd, William G. Brozo, Kathleen A. Hinchman, David W. Moore, Donna E. Alvermann, 2016-02-11 This book presents an evidence based framework for understanding the literacy needs of adolescents The premise is that educators and other critical stakeholders need to understand evidence based principles in order to develop effective curriculum to meet the needs of diverse learners Recommendations are provided for middle and secondary education professional development teacher education research and policy At the center of the book are Eight Guiding Principles developed by the authors through a process that included an extensive review of research and policy literature in literacy and related fields a comparison of National Standards documents and visits to the classrooms of 28 middle and high school teachers across the United States The Principles are broad enough to encompass a variety of contexts and student needs yet specific enough to offer real support to those involved in program development or policy decisions They provide an overarching structure that districts and teachers can use to develop site specific curriculum that is both research based and designed to meet the needs of the learners for whom they are responsible Important Text Features Organized to help readers understand empirically supported principles of practice that can be used to address literacy concerns in today s schools each chapter that addresses one of the eight Principles follows a similar format The Principle is presented along with a brief explanation of the research base and a sample of national standards that support it One or more case examples spanning a wide variety of disciplines grade levels and local conditions provide an in depth look at the Principle in action A well known adolescent literacy expert offers a response to each case example giving readers an informed view of the importance of the Principle how it is enacted in the cases and examples of other work related to the Principle Discussion questions are provided that can be used for individual reflection or group discussion Principled Practices for Adolescent Literacy is intended as a text for pre service and in service upper elementary middle and high school literacy methods courses and graduate courses related to adolescent literacy and as a resource for school district personnel policymakers and parents

A Sourcebook on Feminist Theatre and Performance Carol Martin, 2002-09-11 This work is a unique collection of key articles on feminist theatre and performance from The Drama Review TDR Carol Martin juxtaposes theory and practice to provide an exceptionally comprehensive overview of the development of feminist theatre This outstanding collection includes key texts by theorists such as Elin Diamond Peggy Phelan and Lynda Hart and interviews with practitioners including Anna Deveare Smith and Robbie McCauley It also contains full performances texts by two of the most influential and controversial practitioners of feminist theatre Dress Suits to Hire by Holly Hughes and The Constant State of Desire by Karen Finley A Sourcebook on Feminist Theatre and Performance is an essential purchase for students of theatre studies performance studies and women s theatre

The Dramaturgy of the Door Stuart Andrews, Matthew Wagner, 2019-10-08 The Dramaturgy of the Door examines the door as a critical but under explored feature of theatre and performance asking how doors function on stage in site specific practice and in performances of place This first book length

study on the topic argues that doors engage in and help to shape broad phenomena of performance across key areas of critical enquiry in the field. Doors open up questions of theatrical space s and artistic encounters with place s design and architecture bodies and movement interior versus exterior in materiality the relationship between the real and the imaginary and processes of transformation. As doors separate places and practices they also invite us to see connections and contradictions between each one and to consider the ways in which doors frame the world beyond the stage and between places of performance. With a wide ranging set of examples from Shakespeare s *Macbeth* to performance installations in the Mojave Desert *The Dramaturgy of the Door* is aimed at performance makers and artists as well as advanced students and scholars in the fields of performance studies cultural theory and visual arts.

Using Quality Benchmarks for Assessing and Developing Undergraduate Programs Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21

Using Quality Benchmarks for Assessing and Developing Undergraduate Programs introduces selected performance criteria benchmarks to assist undergraduate programs in defining their educational goals and documenting their effectiveness. The book explores the attributes of undergraduate programs by focusing on educationally related activities in eight domains: program climate assessment, accountability and accreditation issues, student learning outcomes, student development, curriculum, faculty characteristics, program resources and administrative support. Further, it conceptualizes a continuum of performance for each attribute in each of the domains to characterize underdeveloped, developing, effective and distinguished achievement for undergraduate programs. The goal of the book is to encourage individual departments at various types of institutions to evaluate what they currently do well while identifying areas for refinement or future growth. When benchmarks reveal that a program is underdeveloped, faculty and administrators can plan for how they can best direct subsequent efforts and resources to improve a program s performance and ability to serve students. Emphasizing formative assessment over summative or punitive evaluation, the benchmarks in this book are designed to improve program quality, encourage more effective program reviews and help optimally functioning programs compete more successfully for resources. Using performance benchmarks to identify areas of program strength can in turn be used to recruit and retain students, seek funding via grants or alumni support and enhance the perceived rating of an institution.

Teaching Postdramatic Theatre Glenn D'Cruz, 2018-04-06

This book explores the concept and vocabulary of postdramatic theatre from a pedagogical perspective. It identifies some of the major anxieties and paradoxes generated by teaching postdramatic theatre through practice with reference to the aesthetic, cultural and institutional pressures that shape teaching practices. It also presents a series of case studies that identify the pedagogical fault lines that expose the power relations inherent in teaching with a focus on the higher education sector as opposed to actor training institutions. It uses auto ethnography, performance analysis and critical theory to assist university teachers involved in directing theatre productions to deepen their understanding of the concept of postdramatic

theatre Staging Change Victoria L. Scrimmer, 2024-12-12 Exploring a wide variety of examples of activist performances such as David Buckel's self immolation and the January 6th capitol insurrection this book analyses activist performance through the lens of postdramatic theatre theory Staging Change poses the provocative question are activists addicted to drama Scrimmer examines the ways in which the performance and reception of protest is informed by the logic of dramatic theatre and argues that such performative arrangements are so naturalized that they can limit the ability of activists and their audiences to imagine different ways of precipitating change By combining performance analysis interviews with artists and activists and autoethnographic accounts of the author's own experiences as an environmental activist the book illustrates the limitations and alternatives to dramatic representation in activist performance The last decade has seen an increase in political demonstrations worldwide particularly following the excitement and disappointments of the Arab Spring uprisings We have seen several notable movements such as the Occupy movement the mobilization of Black Lives Matter and the MeToo movement In response scholars artists and activists from diverse disciplines have produced an exciting array of practical and theoretical approaches for talking about and thinking through activism Utilizing these interdisciplinary approaches Scrimmer offers us a theoretical inquiry into the possible applications of Hans Thies Lehmann's postdramatic theatre theory in the context of political activism and subsequently extends an alternative conceptual model for activist performance beyond the dramatic paradigm

Shakespeare Survey 74 Emma Smith, 2021-09-16 Shakespeare Survey is a yearbook of Shakespeare studies and production Since 1948 Survey has published the best international scholarship in English and many of its essays have become classics of Shakespeare criticism Each volume is devoted to a theme or play or group of plays each also contains a section of reviews of that year's textual and critical studies and of the year's major British performances The theme for Volume 74 is Shakespeare and Education The complete set of Survey volumes is also available online at <https://www.cambridge.org/core/what-we-publish/collections/shakespeare-survey> This fully searchable resource enables users to browse by author essay and volume search by play theme and topic and save and bookmark their results

Rethinking the Novel/Film Debate Kamilla Elliott, 2003-08-07 Sample Text A Student's Guide to AS Drama and Theatre Studies for the Edexcel Specification Nigel Williams, Marcus Harvey, 2004-09 **Teaching Drama in Primary and Secondary Schools** Michael Fleming, 2013-12-19 This book will be of major interest to student teachers teachers lecturers and researchers It provides a case for an integrated approach to the teaching of drama in primary and secondary schools that will help practitioners develop a theoretical rationale for their work It also offers practical examples of lesson plans and schemes of work designed to give pupils a broad and balanced experience of drama These are presented within a framework that argues for an integration of content and form means and ends and internal and external experience Whereas the author's previous work argued for an inclusive approach that reconciled polarized views about performance drama and improvisation this book shows how those activities can be related to each other in practice in an integrated curriculum

Transfigured Stages Margaret Hamilton, Dr. Margaret Hamilton, 2011 Preliminary Material List of Figures Series Editor's
Preface Acknowledgements Introduction Open City and the Politics of the Everyday The Sydney Front and Grotesque Realism
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