

Name: **Lucy the Drama Queen** Homeroom: **8 Purple**

Grade: **A+ A B+ B C+ C D+ D E+ E UG BAS N**

## Year 8 Drama Soap Opera Performance

### Assessment Criteria

1. Contribution to the development of the performance including rehearsing, editing and refining.
2. Focus and concentration in performance including memorisation of lines and engagement with character/s.
3. Use of expressive skills in performance appropriate to the prescribed style:
  - voice (pitch, pace, projection, tone, emphasis)
  - movement
  - facial expression
  - gesture
4. Ensemble skills:
  - appropriate blocking of character/s
  - synchronisation with others
5. Application of stagecraft:
  - costume
  - props
  - multimedia

### Comments:

**This was a very good performance of Ms Craggy, the powerful businesswoman in your play. You interpreted your character well, displaying effective expressive skills. However, greater exaggeration of facial expressions was necessary in a soap opera and more vocal variety was also required for your character. Costume was appropriate and well considered. Your focus was tight (with the exception of one dropped line) and you appeared to engage successfully with your character. You also contributed well to group discussion in rehearsals. Overall, a very good performance with room to further polish your acting skills in your next performance. Well done.**

**NOTE: criteria are clear and given to students at the start of the task. Descriptors for criteria, acting as definitions, could be written beneath each criterion on the sheet, if desired. I prefer to go through them verbally with students and field any questions. School grade ranges (eg B+ = 75-79%) may also be written on the criteria sheet. No rubric is necessary. In the above instance, all criteria are evenly weighted, though without a rubric it is easy to weight some criteria more than others, converting a numerical score into a percentage and then converting this into a grade on the school scale. Feedback comments (in red) should be academic in nature and specifically refer to aspects of the assessed criteria, praising areas achieved successfully and noting areas for improvement based on less successful areas. In the above example, the first criterion relates to rehearsals and the remaining criteria relate to the performance. With 20% of the final grade relating to rehearsals, this motivates students to work well as the performance develops in class over many lessons.**