

## Grade 3: Dance, Drama and Critical Literacy Salutation Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Curriculum Expectations

- B1 Creating and Presenting: apply the creative process (see pages 19-22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories.
- A1. Creating and Presenting: apply the creative process (see pages 19-22) to the composition of dance phrases, using the elements of dance to communicate feelings and ideas

Categories & Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b> -Understanding of Role -Understanding of movement to convey meaning -knowledge of the elements of dance and tableaux</p>	<ul style="list-style-type: none"> <li>• The student demonstrates little evidence of understanding the use of movement to convey a part of the tree</li> <li>• The student demonstrates limited knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates little evidence of understanding scientific terminology as it relates to trees</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates some evidence of understanding the use of movement to convey a part of the tree</li> <li>• The student demonstrates some knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates some evidence of understanding scientific terminology as it relates to trees</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates clear evidence of understanding the use of movement to convey a part of the tree</li> <li>• The student demonstrates considerable knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates evidence of understanding scientific terminology as it relates to trees</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates thorough evidence of understanding the use of movement to convey a part of the tree</li> <li>• The student demonstrates thorough knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates thorough evidence of understanding scientific terminology as it relates to trees</li> </ul>

<p><b>Thinking</b> -interpretation of ideas -problem solving, interpretation and analysis</p>	<ul style="list-style-type: none"> <li>The student demonstrates little evidence of interpretation and analysis of the importance of a salutation</li> <li>The student demonstrates a limited ability to interpret ideas and translate them into movement</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates some evidence of interpretation and analysis of the importance of a salutation</li> <li>The student demonstrates some ability to interpret ideas and translate them into movement.</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates clear evidence of interpretation and analysis of the importance of a salutation</li> <li>The student demonstrates a clear ability to interpret ideas and translate them into movement</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates considerable evidence of interpretation and analysis of the importance of a salutation</li> <li>The student demonstrates a considerable ability to interpret ideas and translate them into movement.</li> </ul>
<p><b>Communication</b> -Clarity of ideas in movement -Use of dance vocabulary -empathy -manipulation of elements</p>	<ul style="list-style-type: none"> <li>The student rarely uses their body and voice appropriately to convey meaning</li> <li>The student rarely uses drama or dance vocabulary to plan and shape movement sequence</li> </ul>	<ul style="list-style-type: none"> <li>The student sometimes uses their body and voice appropriately to convey meaning</li> <li>The student sometimes uses drama or dance vocabulary to plan and shape movement sequence</li> </ul>	<ul style="list-style-type: none"> <li>The student often uses their body and voice appropriately to convey meaning</li> <li>The student often uses drama or dance vocabulary to plan and shape movement sequence</li> </ul>	<ul style="list-style-type: none"> <li>The student consistently uses their body and voice appropriately to convey meaning</li> <li>The student always uses drama or dance vocabulary to plan and shape movement sequence</li> </ul>
<p><b>Application</b> Role Development Engagement Concentration, Control, Awareness of Audience</p>	<ul style="list-style-type: none"> <li>The student demonstrates little evidence of role and rarely sustains engagement in the drama or dance</li> <li>The student demonstrates little evidence of concentration or commitment, moves with limited control and rarely demonstrates awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates some evidence of role and sometimes sustains engagement in the drama or dance</li> <li>The student demonstrates some evidence of concentration or commitment, moves with some control and sometimes demonstrates awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates evidence of role and sustains engagement in the drama or dance</li> <li>The student demonstrates evidence of concentration and commitment, moves with control and demonstrates awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates thorough evidence of role and always sustains engagement in the drama or dance</li> <li>The student demonstrates thorough evidence of concentration or commitment, moves with consistent control and is always awareness of audience</li> </ul>