

## Grade 3: Dance, Drama and Critical Literacy Ensemble Drama and Dance 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
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Categories & Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b>  <i>-Understanding of Role</i>  <i>-Understanding of movement to convey meaning</i>  <i>-knowledge of the elements of dance and tableaux</i></p>	<ul style="list-style-type: none"> <li>• The student demonstrates little evidence of understanding the use of movement to convey the concepts, feelings and ideas in a story drama</li> <li>• The student demonstrates limited knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates little evidence of understanding the use of role to explore character and issues</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates some evidence of understanding the use of movement to convey the concepts, feelings and ideas in a story drama</li> <li>• The student demonstrates some knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates some evidence of understanding the use of role to explore character and issues</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates clear evidence of understanding the use of movement to convey the concepts, feelings and ideas in a story drama</li> <li>• The student demonstrates considerable knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates evidence of understanding the use of role to explore character and issues</li> </ul>	<ul style="list-style-type: none"> <li>• The student demonstrates thorough evidence of understanding the use of movement to convey the concepts, feelings and ideas in a story drama</li> <li>• The student demonstrates thorough knowledge of the elements of dance (BESTR)</li> <li>• The student demonstrates thorough evidence of understanding the use of role to explore character and issues</li> </ul>

<p><b>Thinking</b>  <i>-interpretation of ideas)</i>  <i>-problem solving, interpretation and analysis</i></p>	<ul style="list-style-type: none"> <li>• The student demonstrates little evidence of interpretation and analysis of Wangari</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 Wangari</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 Wangari</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 Wangari</li> <li>• The student demonstrates a considerable ability to interpret ideas and translate them into movement.</li> </ul>
<p><b>Communication</b>  <i>-Clarity of ideas in movement</i>  <i>-Use of dance vocabulary</i>  <i>-empathy</i>  <i>-manipulation of elements</i></p>	<ul style="list-style-type: none"> <li>• The student understands and empathizes with the story characters in a limited way</li> <li>• The student rarely manipulates sound or space to communicate a mood, feeling or idea</li> <li>• The student communicates with limited clarity, the main theme, feeling or idea through movement</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 understands and empathizes with the story characters in some way</li> <li>• The student sometimes manipulates sound or space to communicate a mood, feeling or idea</li> <li>• The student communicates with some clarity, the main theme, feeling or idea through movement</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 understands and empathizes with the story characters</li> <li>• The student often manipulates sound or space to communicate a mood, feeling or idea</li> <li>• The student communicates with clear clarity, the main theme, feeling or idea through movement</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 understands and empathizes with the story characters in a thorough way</li> <li>• The student consistently manipulates sound or space to communicate a mood, feeling or idea</li> <li>• The student communicates with consistent clarity, the main theme, feeling or idea through movement</li> <li>• The student always uses drama or dance vocabulary to plan and shape movement sequence</li> </ul>

<p><b>Application</b>  <i>Role  Development  Engagement  Concentration,  Control,  Awareness of  Audience</i></p>	<ul style="list-style-type: none"> <li>• The student demonstrates little evidence of role development and rarely sustains engagement in the drama</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 development and sometimes sustains engagement in the drama</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 development and sustains engagement in the drama</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 development and always sustains engagement in the drama</li> <li>• The student demonstrates thorough evidence of concentration or commitment, moves with consistent control and always demonstrates awareness of audience</li> </ul>
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