

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
- Grade 3 Science & Technology: B. Life Systems - Growth and Changes in Plants

Categories & Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
The student:				
<i>Understanding of movement to convey meaning</i>			demonstrates understanding of the use of movement to convey a part of the tree	
<i>Knowledge of the elements of dance and tableaux</i>			demonstrates knowledge of the elements of dance (BESTR)	
<i>Understanding of Scientific Terminology</i>			understands scientific terminology as it relates to trees	
Thinking				
The student:				
<i>Interpretation of ideas</i>			interprets and analyses the importance of a salutation	
<i>Problem solving, interpretation and analysis</i>			interprets ideas and translates them into movement	



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Categories & Criteria	Level 1	Level 2	Level 3	Level 4
Communication The student:				
<i>Clarity of ideas in movement</i>			uses their body and voice appropriately to convey meaning	
<i>Use of dance vocabulary and manipulation of elements</i>			uses drama or dance vocabulary to plan and shape movement sequence	
Application The student:				
<i>Role Development and Engagement</i>			demonstrates evidence of role and sustains engagement in the drama or dance	
<i>Concentration, Control, Awareness of Audience</i>			Uses concentration and control to demonstrates awareness of the audience.	



Grille d'évaluation de la salutation

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Catégories + Critères	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Connaissance et Compréhension L'élève :				
<i>Compréhension du rôle</i>			Démontre des éléments de mouvement organisés pour représenter une partie de l'arbre	
<i>Compréhension du mouvement pour transmettre le sens</i>			Connais des éléments de danse (BESTR)	
<i>Connaissance des éléments de la danse et des tableaux</i>			comprend de la terminologie scientifique des arbres	
Réflexion L'élève :				
<i>Interprétation des idées</i>			interprète et analyse l'importance d'une salutation	
<i>Résolution de problèmes, interprétation et analyse</i>			interprète des idées et les traduit en mouvement	



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Communication L'élève :				
<i>Clarté des idées en mouvement</i>			Utilise leur corps et leur voix convenablement pour transmettre un message	
<i>L'utilisation du vocabulaire de danse et la manipulation des éléments</i>			Utilise le vocabulaire associé à l'art dramatique ou la danse pour planifier et pour former une série de mouvements.	
Application L'élève :				
Développement de rôle			Évidence de rôle et soutien son engagement dans le drame ou la danse	
Concentration, Contrôle et sensibilisation au public.			Emploie la concentration et contrôle du mouvement pour démontrer une connaissance du public.	