

ADA10Y: SOLO MIME PERFORMANCE RUBRIC 2017
A Day in the Life

| Category | LEVEL 4 (80–100%) | LEVEL 3 (70–79%) | LEVEL 2 (60-69%) | LEVEL 1 (50-59%) | R |
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| CREATING & PRESENTING | | | | | |
| Dramatic Story A1.1 | Excellent exploration of story; surprising, moving; well thought- out | Good exploration of story; Story is clear and mostly effective | Some exploration of story; Somewhat clear and effective story | Story exploration is limited/lacking in development and/or clarity | |
| Creative process A1.1 | Very detailed process work; all character pieces submitted with attention to detail | Complete process work; all character pieces submitted | Some process work; most character pieces submitted. Additional detail required | Limited process work or/and character development | |
| Mime techniques and principles A 1.1 | Extremely strong application of a variety of techniques/principles to create dynamic mime: exaggerated detail, click/windup /release, isolations, whole body use/ concrete objects | Considerably strong application of a variety of techniques/principles to create dynamic mime: exaggerated detail, click/windup /release, isolations, whole body use, concrete objects | Application of a variety of techniques/principles to create dynamic mime: exaggerated detail, click/windup /release isolations whole body use/concrete objects is Somewhat present | Limited application of techniques/ principles to create dynamic mime. Mimed elements are unclear | |
| Characterization and Physical Character Work A3.2 | Clearly defined and believable characterization; body shows character extremely well through face, eyes, gesture, posture, and movement | Clearly defined and believable characterization;body shows character considerably well through face, eyes, gesture, posture, and movement | Somewhat defined and believable characterization; Body shows character somewhat through face, eyes, gesture, posture, and movement | Limited definition and believability in characterization; Body shows limited character through face, eyes, gesture, posture, and movement | |
| Production Elements A3.3 Creativity A1.1 | Creative and interesting uses of a variety of elements to communicate or enhance specific aspects of drama (lighting, sound, set, music) Purposeful use of costume and hand props to visually communicate or enhance character | Creative use of elements to communicate or enhance specific aspects of drama (lighting, sound,, set, music) Good consideration to purposeful use of costume and props to visually communicate or enhance character | Some use of production elements to communicate or enhance specific aspects of drama (lighting, sound,, set, music). Some use of costume pieces to visually show character; lacks definition | Limited use of production elements to communicate or enhance specific aspects of drama (lighting, sound, set, music) Differences in character not visible through costume; no costumes used | |
| FOUNDATIONS | | | | | |
| Rehearsal C3.2 | Shows exceptional respect for others, always uses focused listening, negotiating, and consensus-building, Actively seeks peer and teacher feedback. | Shows considerable respect for others and uses focused listening, negotiating, consensus-building. Seeks peer and teacher feedback. | Shows some respect for others & sometimes uses focused listening, negotiating, consensus-building. Should seek additional peer and teacher feedback. | Demonstrates limited respect for others and uses limited focused listening, negotiating, consensus-building. Peer and teacher feedback ignored. | |
| Theatre/audience etiquette C3.3 | Thorough understanding of theatre & audience etiquette, in classroom and performance contexts. | Good understanding of theatre & audience etiquette | Some understanding of theatre & audience etiquette | Limited understanding of theatre and audience etiquette | |

ADDITIONAL FEEDBACK: