

Visual & Performing Arts



Evidence of Alignment Expectations

Grade Band/Proficiency Level Expectations- *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

1st Grade Theater

Students CAN (Please add lines as needed)

Delaware Performance Standards

I can remember the order of a play	TH:Pr4.1.1a
I can use my emotions and body to be in character	TH:Pr4.1.1b
I can explain why stage business is important	TH:Pr5.1.1a
I can use things that I have learned to help me in my play	TH:Cn11.1.1a

Students Demonstrate UNDERSTANDING

Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:

SUMMATIVE ASSESSMENT MEASURES

Delaware Performance Standards

students will be creating a “map” drawing out the events that happen in the poem “Harriet Tubman”	TH:Pr4.1.1a
students will be given a card with an emotion or movement on it and they will have to act it out	TH:Cr1.1.1c
students will be having a verbal quiz in small groups to match the right movement to line	TH:Pr4.1.1b

that goes with it from the poem “ Harriet Tubman”	
students will be performing the poem “Harriet Tubman” putting all the parts together	TH:Cn11.1.1a

Assessment Rubric

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
MEMORIZATION Actor clearly doesn't know the lines	Actor knows some lines, but has to ask for help, start over or look at script	Actor hesitates a lot; fluency is disjointed with multiple pauses	Actor knows lines well; appears to have memorized and flows easily. A few noticeable hesitations.	Actor has achieved ownership of the lines
DICTION/ PROJECTION Voice is too high/low. Voice is monotone and not expressive; completely indistinct and often unclear	Some expressive moments but problems with pronunciation; still difficult to make out some words	Voice shows expression with differentiation in pace, inflection and enunciation	Voice is loud; shows excellent expression with evidence of quality of pace and inflection. Can hear character uniqueness	Superior voice control; differentiation in pace, inflection, resonance, quality and very clear distinct enunciation. Embodies character.
CHARACTER DEVELOPMENT/ MOVEMENT No sense of character; actor reciting lines instead of portraying character; no movement or too much that distracts	No distinct character or broke character several times. Physical movements don't make sense with the text; actor makes choices that are not understood.	Actor has a distinct character throughout most of the performance. Actor's rendition is usually believable but movement is a bit awkward at times.	Actor internalizes subtext and uses their body (gestures, business, and blocking) to develop character; movements create a believable	Actor has transformed into the character; stays true to the role throughout the performance. Movements reinforce what they are saying; connects to the audience.

audience			performance	
STAGE PRESENCE/ CONFIDENCE Obviously uncomfortable with performing. No emotional commitment or energy.	Often appears uncomfortable performing. Weak emotional commitment and energy.	Slightly uncomfortable; occasional emotional commitment and energy.	Appears comfortable performing; good emotional commitment and energy.	Very comfortable performing; relaxed and enjoyable to watch. Great emotional commitment and energy.

[“Harriet Tubman” by Eloise Greensfield](#)