

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.*

2nd Grade Theater

Students CAN (Please add lines as needed)

Delaware Performance Standards

I can speak and do my stage business in character	TH:Pr5.1.2a
I can explain what the show is about and what my character does	TH:Pr4.1.2a
I can participate in a group guided drama	TH:Pr6.1.2a

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 breaking up into their groups and doing their parts of the poem "Together"	TH:Pr5.1.2a
Students will be writing a reporter pov review of the "Together" poem	TH:Pr4.1.2a
Students will be performing the poem "Together"	TH:Pr6.1.2a

Assessment Rubric

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

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["Together" poem](#)