

Year 10 DRAMA 'The Company' - Monologue Assessment

Criteria	Above the Standard 10	Proficient 9.5	Capable 9	Developing 8.5	Needs significant improvement 8
<u>Creating and Making</u> Presentational Skills and Performance Focus.	Sophisticated manipulation of voice, gesture and facial expressions to engage audience. Demonstrated a very high level of performance focus and was able to create an effective actor-audience relationship	Demonstrated awareness and manipulation of voice, gesture and facial expressions . Actor demonstrated a high level of performance focus and established an actor-audience relationship.	Demonstrated an awareness and manipulation of some of the expressive skills. Actor demonstrated good focus. The actor showed a growing awareness of how to create an actor-audience relationship.	A growing awareness of some of the expressive skills. Performance focus was inconsistent (giggles etc) and thus an actor-audience relationship was not able to be established. Memorisation of lines needed attention.	A limited use and understanding of expressive skills. Performance focus was not established (giggles, out of character) and thus an actor-audience relationship was not able to be established. Very few lines were learnt to memory.
<u>Creating and Making</u> Application of chosen area of stagecraft	A sophisticated directorial vision for the monologue is established. Demonstrated an excellent understanding of/skill with the chosen stagecraft area. The stagecraft decisions made demonstrate a thorough understanding of the playscript and the playwrights intentions.	A unified directorial vision for the monologue is established. Demonstrated a very good understanding of/ skill with the chosen stagecraft area. The stagecraft decisions made demonstrate a thorough understanding of the playscript and the playwrights intentions.	A directorial vision for the monologue is established. Demonstrated an understanding of the chosen stagecraft area. The stagecraft decisions made demonstrate an understanding of the playscript and the playwrights intentions.	A limited overall vision for the monologue is established. Some skill and knowledge of the chosen area of stagecraft is established. Limited understanding of the playscript and playwright.	No overall vision of the monologue is established. Some creative stagecraft decisions have been made, but with limited understanding of chosen stagecraft area. Very limited understanding of the playscript.
<u>Creating and Making</u> Requirements of the task, including interpretation of the written playscript	Requirements of the task were met to show a sophisticated understanding of the playscript and the ability to incorporate appropriate performance styles and a wide range of associated techniques. Impressive level of research of character and monologue.	All Requirements of the task were met to show a very good understanding of the playscript. Appropriate performance styles were incorporated and a range of relevant techniques were included. Excellent research and knowledge of the character and monologue	All requirements of the task were met to show a good understanding of the playscript. Appropriate performance styles were incorporated and some relevant techniques were included. Good research evident and knowledge of the character. Time requirements were met	Most requirements of the task were met to show a satisfactory understanding of the playscript. Some appropriate performance styles were incorporated and some relevant theatrical techniques were included. Time requirements were not met , adversely affecting the depth of exploration of themes.	Some requirements of the task were met to show a limited understanding of the playscript. Performance styles were not always appropriate and few techniques were included. Time requirements were not met , adversely affecting the depth of exploration of themes.
<u>Working independently.</u> Work independently to complete tasks according to timeframes.	Well done! Excellent effort. You handled unforeseen events. You worked independently in class and effectively developed your monologue further after receiving feedback from teacher and peer. Well done.	Great work. You worked independently in class and effectively developed your monologue further after receiving feedback from teacher and peer. You completed work at home and in class and you were extremely organised.	Good effort. You worked independently in class and effectively developed your monologue further after receiving feedback from teacher and peer. You completed work at home and in class.	Some occasional effort applied to the monologue task. Some evidence of ideas and innovations. Your focus on the task was not always evident. You only completed work either in class or at home.	Very limited effort. Little engagement with ideas and creative process. Evidence of taking on and developing areas or features was lacking.

OVERALL SCORE - _____ /30