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|  | **Poor** | **Satisfactory** | **Good** | **Excellent** |
| **Understanding dramatic elements**  **Themes, context, characterisation, setting, production roles** | **Students show little or no understanding of dramatic elements** | **Students show little or some understanding of dramatic elements through performance and class discussion** | **Students demonstrate a good understanding of dramatic elements through performance, individual tasks and class discussion** | **Students demonstrate a thorough and expansive understanding of dramatic elements through performance and individual tasks as well as through reflection in class discussion** |
| **Using and adapting technologies in Arts** | **Students made little or no attempt in using and adapting technologies in tasks through mobile phone, collage space and blogs** | **Students use mobile phones, iPods, collage space and blogs to demonstrate understanding of adapting technologies in Arts** | **Students use mobile phones, iPods, collage space, blogs and spiderscribe effectively to demonstrate adaptation of technologies in the Arts** | **Students adapt technologies for the Arts by engaging and actively using mobile phones, iPods, collage space, spiderscribe, blogs and interactive whiteboard to create elements of design.** |
| **Understanding historical and cultural context** | **Student does not demonstrate understanding of historical or cultural context of the play** | **Students demonstrates some understanding of historical and cultural context through performance and class discussion** | **Student demonstrates a good understanding of the historical and cultural context of the play through tasks in performance and theory based activities as well as class discussion** | **Student demonstrates excellent understanding of historical and cultural context through performance, and theory based reflection of the play during class discussion** |
| **Participation** | **Little or no sharing of ideas of lesson content and activities** | **Contributes sometimes but not all the time. Does little work in activities and tasks** | **Contributes and shares ideas and interest in lesson content and activities. Gets involved in all activities** | **Excellent contribution toward lesson activities and content. Constantly involved in performance and theory tasks** |
| **Reflection** | **Students do not create a blog in response to the play** | **Students create and complete a blog reflecting on the play and the use of dramatic elements in relation to context and technologies** | **Students create and complete a reflection exploring the use of dramatic elements, technologies and characterisation and state what worked and what did not** | **Students create and complete a detailed reflection on the use of dramatic elements and technologies used in the play. Students will reflect on the importance in these elements and describe how it should/could have been done differently** |
| **TOTAL: /50** | | | | |