



IB MYP Theater 2 (10th Grade) 2

December	Th Art-Live Play Report-Game of Tiaras Rubric for live play of Game of Tiaras. Assignment due at the beginning of the period. Link to report:
7	
Thursday 10:00 AM	
Reflection	

Freedoms and Limitations of Expression	W2 November (4 weeks)
<ul style="list-style-type: none"> Identity Fairness and development 	
The identity of culture's structure and boundaries is influenced by laws created by the governing entity.	

Criterion A: Knowing and understanding Achievement Level

Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Criterion A: The student demonstrates an understanding how effective and meaningful use of sound/music, sets/set pieces, and lighting works in conjunction with the performers to provide a more complete piece of entertainment for the audience.</p>
1 – 2	<p>The student demonstrates limited knowledge and understanding of the art form studied, including concepts, processes and limited use of subject-specific terminology, demonstrates limited understanding of the role of the art form in original or displaced contexts, demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>a. sound-either response is lacking or did not consider the use of sound beyond they could hear the performance or sound was used. (OR) The work did not consider proposed sound choices, if appropriate.</p> <p>b. ensemble- either response is lacking or did not consider the importance of an ensemble in meaning, how an ensemble feeds itself energy, or who demonstrated enthusiasm during the performance.</p>
3 – 4	<p>The student demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes and adequate use of subject-specific terminology, demonstrates adequate understanding of the role of the art form in original or displaced contexts, demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>a. sound-is adequate in considering a general use of sound creatively to communicate an intention and create an impact on the audience, but demonstration of clear understanding is vague and underdeveloped. (OR) The work did not consider proposed sound choices, if appropriate. (OR) The</p>

work did consider and generally outline a use proposed sound choices though lacking in specific application and/or detail of where it would be used in the performance, if appropriate.

b. ensemble- response is adequate consider the importance of an ensemble by defining what an ensemble means, how an ensemble feeds itself energy, or who demonstrated enthusiasm during the performance, but the supporting details are lacking and underdeveloped.

The student demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology, demonstrates substantial understanding of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

5 — 6

a. sound-is substantial in considering an understanding of the use of sound creatively to communicate an intention and create an impact on the audience and demonstration of understanding is fairly detailed in understanding the application. (OR) The work did consider and substantially considered a use of proposed sound choices though a fairly creative and specific application and/or detail of where it would be used in the performance, if appropriate.

b. ensemble- response is substantial in considering the definition and importance of an ensemble by defining what an ensemble means, how an ensemble feeds itself energy, or who demonstrated enthusiasm during the performance, with a fairly clear description of examples from the performance.

The student demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes and excellent use of subject-specific terminology, demonstrates excellent understanding of the role of the art form in original or displaced contexts, demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

7 — 8

a. sound-is excellent in considering an understanding of the use of sound creatively to communicate an intention and create an impact on the audience and demonstration of understanding is clearly and creatively detailed in understanding the application. (OR) The work did consider and excellently considered a use of proposed sound choices though a creative and specific application (detailing specific songs or sounds to be used by name) and details of where it would be used in the performance, if appropriate.

b. ensemble- response is excellent in explaining the definition and importance of an ensemble by defining what an ensemble means, how an ensemble feeds itself energy, or who demonstrated enthusiasm during the performance, with clear and specific details from the performance.

Criterion D: Responding **Achievement Level**

Descriptor

The student does not reach a standard described by any of the descriptors below.

0

Criterion D: The work demonstrates an understanding of identifying and creating a relevant thematic statement that correlates to the play. In addition correlation of the theme of the play to a LP and understanding of the meaning of the LP definition. A selfie taken at the play is also included.

a. no selfie

b. no summaries

c. no discussion of most impressive performer



d. no thematic statement provided

e. no LP correlation

The student constructs limited meaning and may transfer learning to new settings creates a limited artistic response, which may intend to reflect or impact on the world around him or her, presents a limited critique of the artwork of self and others.

- 1 – 2
- a. Summary provided is limited in relating the story from the play with little plot detail that relates the story in it's entirety with a B, M, E in a narrative format.
 - b. The discussion of the performer the student found most impressive is limited in providing little support from the performance that made the performer stand out to the student.
 - c. The theme is listed as a concept and not a full statement with a message to be learned and/or gained from the play. Lacking 1 of the support examples.
 - d. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking 1 of the support examples and/or did not reference the LP definition per the instructions.

The student constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response, which intends to reflect or impact on the world around him or her, presents an adequate critique of the artwork of self and others.

- 3 – 4
- a. Summary provided is adequate in relating the story from the play with some general plot details that relates the story in it's entirety with a B, M, E in a narrative format.
 - b. The discussion of the performer the student found most impressive is adequate in providing general support from the performance that made the performer stand out to the student.
 - c. The theme is phrased as a general statement, but the statement is underdeveloped, cliched, and/or does not present a clear message to be learned and/or gained from the play. Lacking clarity in the 2 support examples from the performance.
 - d. LP selected but lacking a demonstration of understanding of the LP or the connections are superficial and/or limited. Lacking clarity in the 2 support examples from the performance and/or did not reference the LP definition per the instructions.

The student constructs appropriate meaning and regularly transfers learning to new settings, creates a substantial artistic response, which intends to reflect or impact on the world around him or her, presents a substantial critique of the artwork of self and others.

- 5 – 6
- a. No selfie, but did include a picture of the program and/or ticket
 - b. Summary provided is substantial in relating the story from the play with many specific plot details that relates the story in it's entirety with a B, M, E in a narrative format.
 - c. The discussion of the performer the student found most impressive is substantial in providing some specific performance elements demonstrated by the performer and the performance that made the performer stand out to the student.
 - d. The theme is phrased as a mostly specific statement, and presents a message to be learned and/or gained from the play. Clarity in the 2 support



examples from the performance is mostly specific in how the theme is demonstrated.

e. LP selected is appropriate and demonstrates an understanding of the LP and how it connects to the themes. The 2 support examples from the performance are mostly specific, but did not make appropriate or clear references the LP definition per the instructions.

The student constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response which intends to effectively reflect or impact on the world around him or her, presents an excellent critique of the artwork of self and others.

a. Selfie included

b. Summary provided is excellent in relating the story from the play with clear and specific plot details that relates the story in it's entirety with a B, M, E in a narrative format.

7 – 8

c. The discussion of the performer the student found most impressive is excellent in providing clear and specific performance elements demonstrated by the performer and the performance that made the performer stand out to the student.

d. The theme is phrased clearly as a specific statement, and presents a clear message to be learned and/or gained from the play. Clarity in the 2 support examples from the performance is specific in how the theme is demonstrated.

e. LP selected is inspired and clear and demonstrates a clear understanding of the LP and how it connects to the themes. The 2 support examples from the performance are specific and make appropriate and clear references the LP definition per the instructions.

