

## **Romeo and Juliet Scene Re-enactment Rules and Rubric**

### **General Rules and Criteria:**

- **Present to the class a clear, well-interpreted and well-rehearsed memorized** piece of the play assigned to you and/or your partner.
- Show up on time and prepared the day of performances; we will present in play order.
- Remember, be creative, convincing, and have fun!!!

### Tips for Memorization:

- Some of you may struggle with memorization – you don't want to spend the performance staring at the ceiling and with your back turned to the audience.
  - Start early – begin with two lines – memorize them one day, add two lines each day, so within a week, you have the whole piece memorized. Then spend the next week working on the presentation – add dramatic pauses, tonal inflection, vary your rate.
  - Memorize the piece in a cadence (like a song) – performing to this cadence will help you remember the words. (Most of you can memorize song lyrics quite well.)
  - Associate phrases from the speech with a physical item you are familiar with. (Eg: Your house – Memorize the first two lines and think of your entry way – then visually move into the next room in your house and picture that room when you memorize the next two lines. Move through your house as you memorize each line. That way, when you think of a room, you'll associate the lines from *Macbeth*. When you present, visualize moving through your house in order and it will be easier to remember the lines.)

## Presentation Rubric

Rubric:

Criterion A: Knowing and understanding

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

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology</li><li>ii. demonstrates limited understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology</li><li>ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology</li><li>ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology</li><li>ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts</li><li>iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li></ul>

Criterion B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied ii. demonstrates limited application of skills and techniques to create, perform and/or present art.
3-4	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.
5-6	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.
7-8	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent</li><li>ii. demonstrates a limited range or depth of creative-thinking behaviours</li><li>iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent</li><li>ii. demonstrates an adequate range and depth of creative-thinking behaviours</li><li>iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent</li><li>ii. demonstrates a substantial range and depth of creative-thinking behaviours</li><li>iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent</li><li>ii. demonstrates an excellent range and depth of creative-thinking behaviours</li><li>iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.</li></ul>

Criterion D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>i. constructs limited meaning and may transfer learning to new settings</li><li>ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her</li><li>iii. presents a limited critique of the artwork of self and others.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>i. constructs adequate meaning and occasionally transfers learning to new settings</li><li>ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents an adequate critique of the artwork of self and others.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>i. constructs appropriate meaning and regularly transfers learning to new settings</li><li>ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents a substantial critique of the artwork of self and others.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>i. constructs meaning with depth and insight and effectively transfers learning to new settings</li><li>ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her</li><li>iii. presents an excellent critique of the artwork of self and others.</li></ul>