

Beginning/Advanced Character, author, title \_\_\_\_\_

## Performance Evaluation 1

<p><b>1. Introduction:</b> Student states his/her name and the character, play, and author with confidence. Groups may do a group introduction or designate an individual to introduce the members.</p>	<p>1    2    3    4</p>
<p><b>2. Energy:</b> Performance is enthusiastic, has appropriate movement and emotional levels, and holds the audience's attention.</p>	<p>1    2    3    4</p>
<p><b>3. Voice:</b> Performance includes mastery of projection, articulation, pronunciation, confidence, and intensity. May also include a variety of levels of projection and/or dialect.</p>	<p>1    2    3    4</p>
<p><b>4. Movement:</b> The use of posture, body language, gestures, blocking, props, and business supports the goal of the scene. May include some pantomime.</p>	<p>1    2    3    4</p>
<p><b>5. Facials:</b> The scene includes appropriate facial expressions; the actor refrains from "making faces" when he/she becomes distracted.</p>	<p>1    2    3    4</p>
<p><b>6. Pacing:</b> The scene progresses at a rate that keeps it interesting and shows confident memorization; it meets the time limitations set by the teacher.</p>	<p>1    2    3    4</p>
<p><b>7. Characterization:</b> The character is fully defined and focused, has a unique personality, and uses emotions, body language, and vocal expressions that support the goal of the scene.</p>	<p>1    2    3    4</p>
<p><b>8. Focus:</b> Student remains focused on the scene and is not distracted by peers, visitors, sounds, mistakes, or calls for lines.</p>	<p>1    2    3    4</p>
<p><b>9. Closing:</b> Student finishes scene and returns to his/her seat without commenting on the performance or "making faces."</p>	<p>1    2    3    4</p>
<p><b>10. Lines and memorization:</b> The scene is memorized, but the student is prepared and has given the script to someone who will call lines out clearly. If lines are needed, they are requested quickly and there is little disruption to the flow of the scene. Lines are worth <u>1/2</u> points each.</p>	<p>1    2    3    4</p>

- Bonus points for volunteering: •••••
- 3 points for the first volunteer, •••••
- 2 points for the second, •••••
- 1 points for all other volunteers. •••••

Performer	Total + Bonus ÷ 10 =	<input style="width: 80%;" type="text"/>
<p>1 = emerging                  2 = developing                  3 = proficient                  4 = advanced</p>		

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_  
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