

Ivy Mathews

60%

Task 1 - Year 8 Mime Assessment Marking Key

Name: Ivy

Drama Ideas/Structure	
The student explores a wide range of creative choices in rehearsals with confidence and independently selects ideas for performance. Structure of the improvisation is highly effective, consisting of a very clear exposition, conflicts, rising tension and climax/resolution. Consistently works collaboratively and independently. Responsible in the problem solving process to ensure that their performance is polished and runs smoothly.	7-8
The student explores a range of creative ideas in rehearsal. Structure of the improvisation is effective, consisting of a clear exposition, conflicts, rising tension and climax/resolution. Works collaboratively and is organised. Needs limited teacher guidance to make the performance run smoothly. On task for the majority of the rehearsal process.	5-6
The student explores some creative ideas for performance. Structure of the improvisation is mostly appropriate consisting of some clear moments in exposition, conflicts, rising tension and climax/resolution. Attempts to work collaboratively, problem solves with guidance and shows some organisation to produce their mime improvisation. On task for some of the rehearsal process.	3-4
The student has limited creative ideas for the performance. Structure is unclear and difficult to understand. Has difficulty collaborating, problem solving and staying on task to produce the mime improvisation. Relies heavily on teacher direction.	1-2

5.5

Non-verbal Communication	
The student uses strong nonverbal communication skills appropriate to character and situation. Choices are focused and sustained with energy.	10-12
The student uses very good nonverbal communication skills appropriate to character. Role/Character is mostly sustained.	7-9
The student attempts to use some nonverbal communication appropriate to character. Role/character is not sustained.	4-6
The student uses limited use of nonverbal communication. Role/Character is not evident.	1-3

7

Drama Form and Style – Mime technique and use of mime conventions	
The student uses an effective and imaginative range of mime techniques to convey meaning to the audience. Snap, resistance and isolation are mostly executed with precision and control. The student demonstrates a detailed understanding of mime.	10-12
The student uses a range of mime techniques to convey meaning to the audience. Snap, resistance and isolation are executed with some precision. There is clear use of mime technique.	7-9
The student uses some basic mime techniques to convey meaning to the audience. Snap, resistance and isolation are used with little precision.	4-6
There is a limited attempt to use any mime techniques to convey meaning to an audience.	1-3

Need to show snap, resistance + isolation

7

Use of Space	
The student has a very good awareness of the actor/audience relationship and demonstrates an ability to use space to focus action. There is very good and effective use of space, levels and blocking that indicates character relationships.	10-12
The student considers the specific space and has an awareness of the actor/audience relationship. There is good use of space, levels and blocking that indicates character relationships.	7-9
The student has some awareness of the actor/audience relationship. Some basic use of space, levels and blocking.	4-6
There is limited awareness of the actor/audience relationship. There is a nominal use of space, levels and blocking.	1-3

7

TOTAL 26.5/44

1V4:

✓ clear movements to start, showing situation and setting.

✓ good reaction to escape, but could be even bigger

- make sure you stay in character.

- pin hair back from face.

✓ nice injury - again, sustain.

- make sure you have plenty of mime

Good character journey.
Clear storyline.