

COLLABORATIVE THEATRE PROJECT PROCESS PAPER RUBRIC

	0	1-2	3-4	5-6	7-8
A Theatre in context: The personal context and research into a professional company.	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student lists their own personal approaches, interests and skills in theatre. The student lists the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with little consideration of how this research may influence their approach to collaborative theatre making.	This work is underdeveloped: The student outlines their own personal approaches, interests and skills in theatre. The student outlines the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with some consideration of how this may influence their approach to collaborative theatre making.	This work is good: The student describes their own personal approaches, interests and skills in theatre. The student describes the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, with consideration of how this may influence their approach to collaborative theatre making.	This work is excellent: The student explains their own personal approaches, interests and skills in theatre. The student explains the creative approaches employed by an appropriate professional company that creates and stages original pieces of theatre, clearly and fully considering how this may influence their approach to collaborative theatre making
B. Theatre in context: The formation of the group and exploration of the starting point (including target audience and intentions for the piece)	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student lists milestones in forming the collaborative group, showing little or no awareness of the challenges and benefits of collaboration. The student lists milestones in the collaborative exploration of the starting point, with little consideration of how the target audience or artistic intentions were identified.	This work is underdeveloped: The student outlines the process of forming the collaborative group, showing some awareness of the challenges and benefits of collaboration. The student outlines how and why the ensemble collaboratively explored the starting point, with some consideration of how the target audience and artistic intentions were identified.	This work is good: The student describes the process of forming the collaborative group, reflecting on the challenges and benefits of collaboration The student describes how and why the ensemble collaboratively explored the starting point, with consideration of how the target audience and artistic intentions were identified.	This work is excellent: The student explains the process of forming the collaborative group, clearly and effectively reflecting on the challenges and benefits of collaboration. The student explains how and why the ensemble collaboratively explored the starting point, with clear consideration of how the target audience and artistic intentions were identified.
C. Theatre processes: Reflections on the development of the piece and the specific explorations led by the student	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student lists key milestones in how the group practically developed, structured and prepared the original piece for presentation, with little identification of their contribution to this process. The student lists the specific artistic explorations they led with the group.	This work is underdeveloped: The student outlines how the group practically developed, structured and prepared the original piece for presentation, with some identification of their contribution to this process. The student outlines the specific artistic explorations they led with the group and state how this contribution helped shape the final production.	This work is good: The student describes how the group practically developed, structured and prepared the original piece for presentation, identifying their own contribution to this process. The student describes the specific artistic explorations they led with the group and reflect on how this contribution helped shape the final production.	This work is excellent: The student clearly explains how the group practically developed, structured and prepared the original piece for presentation, clearly identifying their own contribution to this process. The student provides insightful reflection on the specific artistic explorations they led with the group and explains how this contribution helped shape the final production
D. Presenting theatre: Evaluation of the student's contribution to the final 13–15 minute performance and their artistic choices (as seen in the video)	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student attempts to evaluate the presentation of the original piece, listing ways in which the piece fulfilled its intentions and the extent to which it achieved its impact on the audience, but this is superficial or inconsistent. The student lists the ways in which their own specific artistic choices were made as evidenced in video.	This work is underdeveloped: The student provides a clear evaluation of the presentation of the original piece, outlining how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student outlines their own specific artistic choices as evidenced in the selected video recording.	This work is good: The student provides a clear and effective evaluation of the presentation of the original piece, describing how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student describes their own specific artistic choices as evidenced in the selected video recording.	This work is excellent: The student provides a clear, effective and sophisticated evaluation of the presentation of the original piece, explaining how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student explains their own specific artistic choices as evidenced in the selected video recording.

List: Give a sequence of brief answers with no explanation
Outline: Give a brief account or summary

Describe: Give a detailed account
Explain: Give a detailed account including reasons or causes.