

## COLLABORATIVE THEATRE PROJECT PROCESS PAPER RUBRIC

	0	1-2	3-4	5-6	7-8
<b>A Theatre in context: The personal context and research into a professional company.</b>	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student <b>lists</b> their own personal approaches, interests and skills in theatre. The student <b>lists</b> 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 <b>outlines</b> their own personal approaches, interests and skills in theatre. The student <b>outlines</b> 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 <b>describes</b> their own personal approaches, interests and skills in theatre. The student <b>describes</b> 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 <b>explains</b> their own personal approaches, interests and skills in theatre. The student <b>explains</b> 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>B. Theatre in context: The formation of the group and exploration of the starting point (including target audience and intentions for the piece)</b>	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student <b>lists</b> milestones in forming the collaborative group, showing little or no awareness of the challenges and benefits of collaboration. The student <b>lists</b> 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 <b>outlines</b> the process of forming the collaborative group, showing some awareness of the challenges and benefits of collaboration. The student <b>outlines</b> 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 <b>describes</b> the process of forming the collaborative group, reflecting on the challenges and benefits of collaboration The student <b>describes</b> 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 <b>explains</b> the process of forming the collaborative group, clearly and effectively reflecting on the challenges and benefits of collaboration. The student <b>explains</b> how and why the ensemble collaboratively explored the starting point, with clear consideration of how the target audience and artistic intentions were identified.
<b>C. Theatre processes: Reflections on the development of the piece and the specific explorations led by the student</b>	The work does not reach a standard described by the descriptors below	This work is inconsistent: The student <b>lists</b> 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 <b>lists</b> the specific artistic explorations they led with the group.	This work is underdeveloped: The student <b>outlines</b> how the group practically developed, structured and prepared the original piece for presentation, with some identification of their contribution to this process. The student <b>outlines</b> 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 <b>describes</b> how the group practically developed, structured and prepared the original piece for presentation, identifying their own contribution to this process. The student <b>describes</b> 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 <b>explains</b> 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 <b>explains</b> how this contribution helped shape the final production
<b>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)</b>	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, <b>listing</b> 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 <b>lists</b> 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, <b>outlining</b> how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student <b>outlines</b> 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, <b>describing</b> how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student <b>describes</b> 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, <b>explaining</b> how the piece fulfilled its intentions and the extent to which it achieved its impact on the audience. The student <b>explains</b> 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.