

Shakespeare Festival Performance Feedback

	Exceeds Expectations <i>(do w/ impact)</i>	Met Expectations <i>(do w/ intent)</i>	Partially Met Expectations <i>(do)</i>	Approaching Expectations <i>(know)</i>
Character	I can <i>perform</i> who my character is within the scene to <i>create impact on the ensemble/audience</i> .	I can <i>demonstrate with intent</i> who my character is within the scene.	I can <i>represent</i> who my character is within the scene.	I <i>know</i> who my character is within the scene.
	I can <i>embody</i> my character's objective(s) and motivation(s) to overcome obstacles to <i>impact</i> the scene.	I can <i>express</i> my character's objective(s) and motivation(s) <i>with intent</i> connected to obstacles within the scene.	I can <i>demonstrate</i> my character's objective(s) and motivation(s) .	I <i>know</i> my character's objective(s) and motivation(s) .
	I can <i>execute</i> a variety of choices and tactics <i>specifically</i> suited to my character that drive the action of the scene.	I can <i>demonstrate</i> a variety of choices and tactics suited to my character.	I can <i>demonstrate</i> choices and tactics suited to my character.	I <i>know</i> choices and tactics that my character could use.
	I can <i>collaborate</i> and <i>respond</i> to other characters within the scene to develop a dynamic relationship .	I can <i>connect</i> and <i>listen</i> to other characters to develop a realistic relationship .	I can <i>explore factual and emotional</i> elements of my character's relationship with other characters in the scene.	I <i>know factual</i> elements of my character's relationship to other characters in the scene.
Voice	I can <i>perform</i> with clear and precise articulation and diction throughout the scene.	I can <i>demonstrate</i> effective articulation and diction throughout the scene.	I can <i>demonstrate</i> moments of articulation and diction throughout the scene.	I can <i>identify</i> articulation and diction within the scene.
	I can <i>apply effective</i> breath support to artfully project my character's voice dynamically.	I can <i>apply effective</i> breath support to control appropriate projection and volume .	I can <i>utilize</i> breath support to engage appropriate projection and volume .	I can <i>mimic</i> breath support to highlight projection and volume .
	I can <i>engage</i> a <i>variety vocal techniques</i> to portray a compelling character voice .	I can <i>apply vocal techniques</i> to portray a character voice that reflects the intent the scene.	I can <i>apply</i> vocal techniques to convey a character .	I can <i>identify</i> a character's vocal qualities.
Movement	I can <i>physicalize</i> specific character traits by adjusting a <i>variety</i> movement elements (size, speed, shape, weight, energy...) to <i>portray</i> a dynamic character.	I can <i>physicalize</i> specific character traits by adjusting movement elements (size, speed, shape, weight, energy...) to <i>convey</i> a character.	I can <i>demonstrate an understanding of</i> character traits by adjusting movement elements (size, speed, shape, weight, energy...) to <i>develop</i> a character.	I can <i>explore</i> character traits by identifying movement elements (size, speed, shape, weight, energy...) for a character.
	I can <i>apply effective</i> movement techniques to <i>artfully embody</i> my character's motivation .	I can <i>apply</i> movement techniques to <i>portray</i> my character's motivation .	I can <i>utilize</i> movement techniques to <i>develop</i> my character's motivation .	I can <i>mimic</i> movement techniques to <i>explore</i> my character's motivation .
	I can <i>create a dynamic</i> visual and physical aesthetic of the scene by implementing a variety staging techniques (e.g. blocking, levels, plane, focus...) to <i>clearly</i> communicate character and story.	I can <i>create a clear</i> visual and physical aesthetic of the scene by implementing several staging techniques (e.g. blocking, levels, plane, focus...) to communicate character and story.	I can <i>develop a</i> visual and physical aesthetic of the scene by exploring staging techniques (e.g. blocking, levels, plane, focus...) to communicate character and story.	I <i>engage with</i> staging techniques (e.g. blocking, levels, plane, focus) to communicate character and story.

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Overall Presentation	I can clearly demonstrate when and where the scene takes place to <i>create impact on the ensemble/audience</i> .	I can <i>demonstrate with intent</i> when and where the scene takes place.	I can <i>represent</i> when and where the scene takes place.	I <i>know</i> when and where the scene takes place.
	I can clearly demonstrate what the story is within the scene to <i>create impact on the ensemble/audience</i> .	I can <i>demonstrate with intent</i> what the story is within the scene.	I can <i>communicate</i> what the story is within the scene.	I <i>know</i> what the story is within the scene.
	I can <i>perform</i> a role with <i>sustained</i> focus and energy .	I can <i>perform</i> a role with <i>strong</i> focus and energy .	I can <i>apply</i> focus and energy to a role.	I can identify the level of focus and energy for a role.
	I can <i>impact</i> a performance that is <i>well orchestrated</i> (beginning, middle, end).	I can <i>actively engage</i> in the orchestration of performance (beginning, middle, end).	I can <i>contribute</i> to a performance with a clear beginning, middle, and end .	I can <i>identify</i> story elements (beginning, middle, and end) of a performance.
	I can <i>execute</i> a slate that is clear, personable, and confident.	I can <i>deliver</i> a slate that is clear, and confident.	I can <i>demonstrate</i> a slate that delivers accurate information with energy.	I can <i>recall</i> accurate information for presenting a slate .
	I can <i>perform</i> in and <i>implement</i> a costume that enhances the audience's understanding of my character and supports the intent of the scene.	I can <i>perform</i> with a costume that contributes to the development of my character and supports the intent of the scene.	I can <i>utilize</i> a costume that supports the intent of the scene.	I can <i>identify</i> an appropriate costume for my character.

Additional comments:



Denver Public Schools
Shakespeare Festival

