***Romeo and Juliet* Performance Project**

**Project Rubric**

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|  | **Points Possible** | **Points Earned** |
| **Performance** |  |  |
| Performance shows evidence of thoughtful blocking | 15 |  |
| Lines are performed smoothly; delivery shows evidence of practice | 15 |  |
| Fights/party are clearly choreographed | 15 |  |
| Props/costumes clarify the plot | 10 |  |
| **Director’s Notebook** |  |  |
| Director’s Notebook contains all required elements   * Promptbook * Program * Character analyses * Costume designs (2 per character) * Set design * Prop list | 25 |  |
| Elements of Director’s Notebook are carefully and thoroughly completed. | 20 |  |

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| Performance | | **Advanced** | **Proficient** | **Needs Improvement** | **Lacking** |
| **Blocking**  **15 pts.** | Actors are blocked logically according to scene and so audience can see their faces. | Actors are blocked logically at times but not consistently through scene; audience could see faces. | Actors are blocked as to be visible to audience but don’t show thorough thought of placement “on stage.” | Actors rarely move or show insight into character’s interactions with others “on stage.” |
| **Costumes and Props**  **10 pts.** | Costumes were original, creative, and constructed well. No pieces fell off during the performance. | Costumes were original and constructed well. No pieces fell off during the performance. | Costumes were mostly appropriate and constructed fairly well. No pieces fell off during the performance. | Costumes were not constructed well or appropriate to scene. Pieces fell off during the performance. |
| **Delivery**  **10 pts.** | Voices of actors were always audible to people sitting in the back row; tones fit the scene | Voices of actors were usually audible to people sitting in the back row; tones are generally appropriate for scene. | Voices of actors were sometimes audible to people sitting in the back row; tones are rather generic/monotone at times. | Voices of actors were rarely audible to people sitting in the back row; no tone emphasis in delivery. |
| **Choreography**  **15 pts.** | Fights or party scenes are clearly choreographed. | Fights or party scenes are mainly choreographed. | Fights or party scenes show some evidence of choreography, but could use more work | Fights or party scenes are clearly not choreographed. |
| Director’s Notebook | **Advanced** | **Proficient** | **Needs Improvement** | **Lacking** |
| **Promptbook**  **10 pts.** | Notes are recorded and organized in an extremely neat and orderly fashion. Notes are very detailed. | Notes are recorded legibly and are somewhat organized. Notes are somewhat detailed. | Notes are recorded. Notes lack detail. | Notes are recorded only with peer/teacher assistance and reminders.  Notes are very vague and difficult to imagine. |
| **Program**  **5 pts.** | All topics are addressed (group member’s roles, jobs performed, scene summaries) | All topics are addressed but could use more detail. | Most topics are addressed with varying degrees of detail. | One or more topics were not addressed. |
| **Character Analysis**  **15 pts.** | Character analysis focuses on entire play; personality traits are accurately addressed; conflicts and development are discussed in detail, using quotes from the text. | Character analysis has all required parts, not as developed as they could be. Quotes from the text are used, but they may not be clearly explained. | Character analysis has all the parts required but not in great detail. Quotes may be used, but they may not be well-chosen or smoothly integrated. | Character analysis is missing components; is too undeveloped or just plain missing. No quotes from the text are used. |
| **Costume Design concept**  **10 pts.** | Student turns in a complete, interesting, and completely justified rationale for TWO “dream” costume concepts. | Student turns in a complete, interesting design concept and rationale for two costumes but it lacks attention to detail. | Student turns in a complete design concept, but only one. | Student turns in a partial design concept or none. |
| **Set Design concept**  **5 pts.** | The design captures the "flavor" of the play by including several details that accurately reflect the period, culture or theme. | The design somewhat captures the "flavor" of the play by including a few details that reflect the period, culture or theme. | The design is based on the logical principles of design, but has little 'flavor". | Thematic details are missing from the design, or there is no set design. |
| **Prop List**  **5 pts.** | Student turns in a complete, interesting, and completely justified list of necessary props. | Student turns in a complete, interesting design concept and rationale for props, but the rationale needs to be expanded. | Student turns in a complete prop concept, but lacks a rationale. | Student turns in a partial prop concept (lacks detail). |