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|  | **1** | **2** | **3** | **4** |
| **Story has a logical development** | The story doesn’t follow any kind of logical development. Little or no conflict is presented. | The story is missing two elements of structure. It has conflict bit does not seek to resolve it. | The story is missing one element of structure (Beginning middle and end.) It still presents conflict but may not fully resolve it. | Story has a beginning middle and end. Story presents a situation, explores the conflict presented and gives a resolution of that conflict.  |
| **Clear gestures and facial expressions** | Gestures are haphazard, superfluous and get in the way of the story. | Gestures lack specificity and do not attempt to clarify the individual moments of the story. | Gestures are not totally specific and don’t fully clarify the individual moments of the story. | Gestures and facial expressions are totally specific and clarify the individual moments of the story.They maintain this for the entire scene. |
| **Shows emotional energy consistent with the level of the story.** | The pantomime’s energy level is inconsistent for any pantomime. | The pantomime has an inconsistent energy level for their pantomime.  | Pantomime’s has energy but is not at a level consistent with the level of the story. | Pantomime shows a connected emotional energy that fits the story. Has this energy for the entire scene. |
| **Shows muscular tones and balanced interactions** | Performer has but does not maintain muscular coordination, tone and balance to tell the story for the any of performance | Performer has trouble maintaining Coordination, tone and balance to tell the story for the less than half of the performance. | Performer maintains muscular coordination, tone and balance to tell the story for the majority of the performance. | Performer uses muscular coordination, tone and balance to tell the story for the entire. |
| **Communicates ideas to audience through well-developed character(s)** | Performer does not use a character to communicate the ideas of the story. | Performer communicates the ideas of the story using character traits but the character is not well developed and is inconsistent. For more than the majority of the performance. | Performer communicates the ideas of the story using character traits, but does not maintain clarity for the majority of the performance. | Performer clearly communicates the ideas of the story using well developed character traits. For the entire scene. |
| **Incorporation of Stimulus**  | Performer uses the stimulus but it is not incorporated into the performance. | Students use the stimulus but it is incorporated into the performance for less than half the performance. | Students incorporate the stimulus given for the majority of the performance. | Students fully incorporate the stimulus given to create the entire pantomime. |