

Final Characterization Assessment

I went on this amazing journey and I want to take you along – Mark Travis

Description

Over the course of the quarter we've work on developing emotion, stage blocking, character development and listening on stage. All skills needed to be a strong actor. Now is your chance to show off your skills. You will perform a monologue or with an ensemble, a short One-Act of your choosing.

You will have part of class over 5 class periods to work on this performance, but you'll need to complete the memorization outside of class.

It is recommended that you begin this process immediately and rehearse your lines 2-3 times a day.

Process

We'll spend one entire class period in the auditorium - you'll need to work on blocking while we are down there. Presentations will take place in the auditorium, so you'll have space to use.

Tips for Memorization:

- Some of you may struggle with memorization – you don't want to spend the performance staring at the ceiling and with your back turned to the audience.
 - Start early – begin with two lines – memorize them one day, add two lines each day, so within a week, you have the whole piece memorized. Then spend the next week working on the presentation – add dramatic pauses, tonal inflection, vary your rate.

Presentation

Scene Presentations will begin in class on Oct. 8/9 and you must be ready to present that day.

Have your props/costumes ready to go. You may bring them to my room that morning or before if you need.

Rubric:

Criterion A: Knowing and understanding

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminologyii. demonstrates limited understanding of the role of the art form in original or displaced contextsiii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: <ul style="list-style-type: none">i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminologyii. demonstrates adequate understanding of the role of the art form in original or displaced contextsiii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: <ul style="list-style-type: none">i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminologyii. demonstrates substantial understanding of the role of the art form in original or displaced contextsiii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7-8	The student: <ul style="list-style-type: none">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminologyii. demonstrates excellent understanding of the role of the art form in original or displaced contextsiii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. demonstrates limited acquisition and development of the skills and techniques of the art form studiedii. demonstrates limited application of skills and techniques to create, perform and/or present art.
3-4	The student: <ul style="list-style-type: none">i. demonstrates adequate acquisition and development of the skills and techniques of the art form studiedii. demonstrates adequate application of skills and techniques to create, perform and/or present art.
5-6	The student: <ul style="list-style-type: none">i. demonstrates substantial acquisition and development of the skills and techniques of the art form studiedii. demonstrates substantial application of skills and techniques to create, perform and/or present art.
7-8	The student: <ul style="list-style-type: none">i. demonstrates excellent acquisition and development of the skills and techniques of the art form studiedii. demonstrates excellent application of skills and techniques to create, perform and/or present art.

Criterion C: Thinking creatively

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherentii. demonstrates a limited range or depth of creative-thinking behavioursiii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3-4	The student: <ul style="list-style-type: none">i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherentii. demonstrates an adequate range and depth of creative-thinking behavioursiii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5-6	The student: <ul style="list-style-type: none">i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherentii. demonstrates a substantial range and depth of creative-thinking behavioursiii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7-8	The student: <ul style="list-style-type: none">i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherentii. demonstrates an excellent range and depth of creative-thinking behavioursiii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Criterion D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. constructs limited meaning and may transfer learning to new settingsii. creates a limited artistic response that may intend to reflect or impact on the world around him or heriii. presents a limited critique of the artwork of self and others.
3-4	The student: <ul style="list-style-type: none">i. constructs adequate meaning and occasionally transfers learning to new settingsii. creates an adequate artistic response that intends to reflect or impact on the world around him or heriii. presents an adequate critique of the artwork of self and others.
5-6	The student: <ul style="list-style-type: none">i. constructs appropriate meaning and regularly transfers learning to new settingsii. creates a substantial artistic response that intends to reflect or impact on the world around him or heriii. presents a substantial critique of the artwork of self and others.
7-8	The student: <ul style="list-style-type: none">i. constructs meaning with depth and insight and effectively transfers learning to new settingsii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or heriii. presents an excellent critique of the artwork of self and others.