

## One Act Play

Next week, we begin our Mini Young Playwrights Workshop. As the workshops continue you will be asked to write a short skit (each script will be 10-15 pages in length). Every student will be expected to write a skit. This will be part of your final exam and without completing it, you will not be able to pass the final.

Once you have completed your skit, you'll bring a copy of your script to class for a blind read day. In a group of 2-4 people of your choosing, you'll complete a reading of several plays and pick one that you and your group will perform as a final class performance.

### Requirements:

- Your Skit must be 10-15 pages in length of DIALOGUE
- Must be formatted properly – see attachment for formatting
- Maximum of 4 actors
- Must include Cover Page with Title and your name
- 2<sup>nd</sup> page must list and describe the characters and the setting(s)
- Pages must be numbered with title on each page

### Skill Development:

At the end of this assignment, you'll be able to:

- Demonstrate knowledge and understanding of the art form of play writing, including concepts, processes and terminology.
- Use acquired knowledge to purposefully inform artistic decisions in the process of creating a play or skit.
- Demonstrate the application of skills and techniques to create a skit and perform a skit.
- Develop a feasible, clear, imaginative and coherent artistic intention.
- Demonstrate a range and depth of creative-thinking behaviours.
- Critique the skits written by classmates and my own skit.

### Questions to discuss during the Blind-Read:

- Is the conflict in the play strong enough? What could be done to make the conflict stronger?
- Are the wants of the characters clear? Why or why not? What does each character want?
- Do the characters seem realistic and interesting (within the world of the play)? What could make them more realistic?
- Does the dialogue make sense? Do the character have clear, strong voices? What could help this? (Feel free to make notes about this on the play itself.)
- Does the story progress in an interesting, sensible way? What could help this?
- What other feedback could help the playwright to make this play really good?

### Timeline:

April 17 - 21 – Class time to work on skits

April 23/24 – Cold Read with small group – you must let me know which skit you will be performing at the beginning of the next class.

April 27- May 4 – Class time to work on skits

May 5 - 15 – Skits performed

One Act Play Rubric

Criterion A: Knowledge and understanding

- i. demonstrate knowledge and understanding of the art form studies, including concepts, processes, and the use of subject-specific terminology (**Play Text**)
- ii. used acquired knowledge to purposefully inform artistic decisions in the process of creating artwork (**Play Text**)

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"> <li>i. demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology.</li> <li>ii. demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ul>
3 – 4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge and understanding of the art form studies, including concepts, processes and adequate use of subject-specific terminology</li> <li>ii. demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</li> </ul>
5 – 6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology</li> <li>ii. demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions</li> </ul>
7 – 8	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> knowledge and understanding of the art form studies, including concepts, processes, and excellent use of subject-specific terminology</li> <li>ii. demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork</li> </ul>

Criterion B: Developing Skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied (**Play Text and Performance**)
- ii. demonstrate the application of skills and techniques to create, perform and/or present art (**Play Text and Performance**)

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"> <li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studies.</li> <li>iii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art</li> </ul>
3 – 4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied.</li> <li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art</li> </ul>
5 – 6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li> <li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art</li> </ul>
7 – 8	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied.</li> <li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art</li> </ul>

Presentation Rubric - Thinking Creatively and Responding

Criterion C: Thinking Creatively

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

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"> <li>i. develops a <b>limited</b> artistic intention that is rarely feasible, clear, imaginative or coherent.</li> <li>ii. Demonstrates a <b>limited</b> range or depth of creative-thinking behaviours</li> </ul>

	iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3 – 4	The student: i. develops an <b>adequate</b> artistic intention that occasionally feasible, clear, imaginative and/or coherent ii. demonstrates an <b>adequate</b> range and depth of creative-thinking behaviours iii. demonstrates <b>adequate</b> exploration of ideas to shape artistic intention through to a point of realization.
5 – 6	The student: i. develops a <b>substantial</b> artistic intention that is often feasible, clear, imaginative and coherent. ii. Demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours iii. Demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7 – 8	The student: i. develops an <b>excellent</b> artistic intention that is consistently feasible, clear, imaginative and coherent. ii. demonstrates an excellent range and depth of creative-thinking iii. demonstrates <b>excellent</b> exploration of ideas to effectively shape artistic intention through to a point of realization.

#### Responding to another presentation

##### Criterion D: Responding

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

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	The student: i. constructs <b>limited</b> meaning and may transfer learning to new settings ii. creates a <b>limited</b> artistic response that may intend to reflect or impact on the world around him or her iii. presents a <b>limited</b> critique of the artwork of self and others.
3 – 4	The student:

	<ul style="list-style-type: none"> <li>i. constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings</li> <li>ii. creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents an <b>adequate</b> critique of the artwork of self and others.</li> </ul>
5 – 6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li> <li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li> <li>iii. presents a <b>substantial</b> critique of the artwork of self and others.</li> </ul>
7 – 8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. constructs meaning <b>with depth and insight</b> and effectively transfers learning to new settings</li> <li>ii. creates an <b>excellent</b> artistic response that intends to effectively reflect or impact on the world around him or her</li> <li>iii. presents an <b>excellent</b> critique of the artwork of self and others.</li> </ul>