

A Midsummer Nights' Dream Scene Re-enactment Rules and Rubric

General Rules and Criteria:

- **Present to the class a clear, well-interpreted and well-rehearsed memorized** piece of the play assigned to you and/or your partner.
- Show up on time and prepared the day of performances; we will present in play order.
- Extra credit points will be awarded if the audience deems your costume appropriate and convincing.
- While the class/audience will help score the performances, the final decision is that of Ms. Baker
- Remember, be creative, convincing, and have fun!!!

*Remember that this is Directing Practice – you are only directing yourself, but it’s important to use your developed skills to block/stage this scene.

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.
 - Memorize the piece in a cadence (like a song) – performing to this cadence will help you remember the words. (Most of you can memorize song lyrics quite well.)
 - Associate phrases from the speech with a physical item you are familiar with. (Eg: Your house – Memorize the first two lines and think of your entry way – then visually move into the next room in your house and picture that room when you memorize the next two lines. Move through your house as you memorize each line. That way, when you think of a room, you’ll associate the lines from *Macbeth*. When you present, visualize moving through your house in order and it will be easier to remember the lines.)

| CATEGORY | 4 | 3 | 2 | 1 | 0 |
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| Cues from the assistant | Zero to one verbal cues from assistant | Two verbal cues from assistant | Three to four verbal cues from assistant | Five verbal cues from assistant | Six or more verbal cues from assistant |
| Completion of Cutting/Accuracy | Entire cutting was completed accurately with only no mistakes | Cutting was almost complete with only 1-2 line problems. | Cutting was somewhat complete with 3-5 line problems. | Memorization is a problem and distracting from the performance. | Not presented |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Speaks clearly and distinctly some (85 – 74%) of the time and mispronounces some words. | Often mumbles or can not be understood or mispronounces more than one word. |

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| Interpretation | Interpretation matches characters feeling at the time throughout the presentation | Interpretation matches characters feelings at time throughout 75% of the presentation | Interpretation matches characters feelings at the time throughout 50% of the presentations. | Interpretation matches characters feelings at the time throughout 25% of the presentations. | Interpretation matches characters feelings at the time during less than 10% of the presentation. |
| Blocking/ Directing | Character movement and blocking detailed and nuanced supporting script and characters | Blocking and character movement supports character script | General character movements supported by script | Lack of consistent characterization | Did not present. |
| Posture and Eye Contact | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. | Sat on desk in front of the room/Did not present |
| Volume/Voice | Fills room and is not forced, sounds like a real conversation. | Voice is clear and lines support action of scene | Voice and lines understood by does not enhance performance | Voice is weak and lines incomprehensible. | Did not present |
| Flow | Presentation flows well – how a person or conversation would occur – NO awkward pauses or grasping for lines. | Presentation flows fairly well – how a person or conversation would occur – Only 1 awkward pause or grasping for lines. | Presentation flows somewhat well – Only 2-3 awkward pauses or grasping for lines. | Presentation does not flow like a conversation – more than 4 awkward pauses/grasping for lines. | Did not present |
| Comprehension | Student is able to accurately interpret and analyze the section they present--using no less three specific examples for support | Student is able to accurately interpret and analyze most of the section they present--using no less than two example for support | Student is able to accurately interpret and analyze some of the section they present--using no less than one example for support | Student unable to accurately interpret or analyze the section they present--no examples are provided answer questions posed by classmates about the topic. | No Analysis |