**KAMO HIGH SCHOOL DRAMA**

**2.5 Perform a substantial acting, technical or production role**

Credits – 5

**“Salem or Rydell”**

**Instructions**

This activity will take place over eight to ten weeks and will involve in class and out of class time.

In this activity you will perform an acting role in a scripted production for an audience. The production will be scenes from “The Crucible” by Arthur Miller, or the whole school musical, “Grease”.

Your role will be assigned through choice or through an auditioning process.

You will need to complete all portfolio tasks as set and submit your portfolio as part of your assessment.

Your assessment will be based on:

* Your **appropriate participation** in the production process and active support of the production team.
* Your portfolio that records the **development of understanding of your role**.
* Your ability to develop and **sustain your acting role** in performance.

**Task One: Meeting the plays**

Your director will introduce you to the script that you will work with. As a class you will read the script and discuss aspectsof the style of performance and presentation that may need to be considered in production.

Final allocation of roles will be negotiated with your director, or in the case of “Grease”, will be allocated after auditions.

**Task Two: The production concept**

Your director will present the concept for the production.

**Task Three: Research**

In order to develop your understanding of your role you will briefly research the play.

**In your portfolio record** answers to the following:

A The world of the playwright:

* Why was this play written? Write or find a **brief** synopsis to include in your portfolio.

B The world of your character:

* Briefly describe your character.
* Describe their relationship with other characters.
* Describe the society these people lived in – where, when, what, why?

**Task Four: Technical Aspects**

Your teacher will give you an overall production schedule that will include times for planning and rehearsals. For “The Crucible” discuss with your group, teacher, and technical team what set, properties, costumes, sound, and light you will use, remembering that they need to fit into your class concept.

**Include in your portfolio:**

* production and rehearsal schedules
* floor plan
* list of personal properties
* personal costume requirements
* any special technical effects or requirements that are relevant to your role, e.g. quick changes of costume

**Task Five: Rehearsals**

During the weeks of rehearsals you are expected to fulfil the following:

**A Commitment to the production process:**

* memorise lines to meet production deadlines
* be punctual and attend all rehearsals – a note explaining your absence is required if you cannot attend.
* be willing to accept direction
* be supportive of the group process by listening, making offers, and supporting the ideas of others

**B Exploration during the production process:**

* As a class, group, and individual you will need to work through exercises that explore the ways that voice, body, movement, and use of space can create and develop your character**. Record these, and understandings they give you of your character in your portfolio.**
* **Annotate your script** to include **stage directions, director’s notes, sub-text, specific cues** on voice and movement.

\*You will need to keep a **rehearsal log.** Regularly record what you do in rehearsal and what you learn.

**Task Six: Putting it together**

As a class or cast, run your scenes, and give specific feedback to each other as to how successfully the roles are performed. You are aiming to develop and sustain an accomplished acting role, i.e. create a truthful character with confidence, skill, and flair. Remember that acting is about listening so always be aware of what the other characters in your scene are saying and doing. After this session, work with a partner in your group to set goals that focus on specific aspects of your portrayal of role.

**Write the feedback in your portfolio.**

**Task Seven: Performance**

Perform your role in the production to a public audience. You will be expected to:

* perform the role as rehearsed
* sustain the role
* relate appropriately with the other characters
* communicate your role to the audience
* support the production concept

**Task Eight: Reflection**

**In your portfolio respond to the following questions:**

* What aspects of the production were the most / least successful
* How well did you meet your individual responsibilities to the group and the production?
* How successful was your personal performance?

**Assessment Checklist**

You are being assessed on:

* your active participation in the production process
* your support for the production
* your ability to develop and sustain a role
* your appropriate interaction with other characters
* your ability to communicate your role to the audience
* your satisfactory completion of your **portfolio which should include evidence of:**
* Production concept
* Play research
* Character notes
* Annotated script
* Production and rehearsal schedule
* Rehearsal log
* Reflection

**Achievement Criteria**

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| * Participate appropriately in the production process and actively support the production team. | * Participate appropriately in the production process and actively support the production team. | * Participate appropriately in the production process and actively support the production team. |
| * Record developing understanding of role. | * Record developing understanding of role with detail and insight. | * Record developing understanding of role with extensive and perceptive detail and insight. |
| * Develop and sustain an acting, technical or production role. | * Develop and sustain an acting, technical or production role with confidence. | * Develop and sustain an accomplished acting, technical or production role. |

**Assessment Schedule - Drama 2.5 Midsummer Madness**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Evidence towards achievement** | **Evidence towards merit** | **Evidence towards excellence** |
| The student actively participates in the production process and supports the production team by:   * attending rehearsals * working positively * accepting direction * learning lines by the deadline set * cooperating with the group * supporting the production concept | The student participates actively in the production process by completing the tasks set.  For example a student playing John Proctor in “The Crucible” has attended all rehearsals punctually, met all production deadlines, and has accepted direction. | The student participates actively in the production process by completing the tasks set.  For example a student playing John Proctor in “The Crucible”” has attended all rehearsals punctually, met all production deadlines, and has accepted direction. | The student participates actively in the production process by completing the tasks set.  For example a student playing John Proctor in “The Crucible” has attended all rehearsals punctually, met all production deadlines, and has accepted direction. |
| The student’s portfolio shows a developing understanding of their role, including:   * play research * character notes * annotated script * rehearsal log * reflection | S/he has submitted an accurate record of the production process and a response to character and play research questions | S/he has submitted an accurate record of the production process and response to character and play research questions. S/he has shown insight in the annotation of script, and in the rehearsal log where s/he examines the use of voice for the character. | S/he has submitted an accurate record of the production process and response to character and play research questions. S/he has shown insight through setting challenging goals, researching appropriate exercises and honest self-evaluation. |
| The student performs and sustains an acting, technical or production role in the production | S/he has performed a believable role with appropriate characterisation and interaction. | S/he has performed the role truthfully and confidently with a skilful use of voice and physical mannerisms. | The student has performed an acting role to an audience as rehearsed and has portrayed and sustained the role with accomplishment throughout the performance. |