

KAMO HIGH SCHOOL DRAMA

2.6 Perform a substantial acting role in a scripted production

Achievement Standard 91218

Credits – 5

“We are what we always were in Salem”

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 consist of excerpts from “The Crucible” by Arthur Miller. Your role will be assigned through choice, discussion and/or through an auditioning process.

Task One: Meeting the play

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

Final allocation of roles will be negotiated with your director and other cast members. In some cases there may be a sharing of roles.

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 readiness for an external exam, record answers to the following:

A The world of the playwright:

- Why was this play written?

B The world of your character:

- Briefly describe your characters.
- Describe their relationship with other characters.
- Describe the society these people lived in – where, when, what, why?
- Social attitudes that you will be portraying within the performance.

Task Four: Technical Aspects

Your teacher will give you an overall production schedule that will include times for planning and rehearsals. We will discuss as a group (cast, teacher) what set, properties, costumes, sound, and light you will use, remembering that they need to fit into your class concept.

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.

- **Annotate your script** to include **stage directions, director's notes, sub-text, specific cues** on voice and movement. You may also find it useful to make notes regarding the elements of the theatre form for our external exams later in the year.

Task Six: Putting it together

As a cast, run your scenes, and give specific feedback to each other as to how effectively the roles are performed. You are aiming to present work convincingly, capturing the essence of the dramatic context with impact, i.e. create a truthful character with confidence, flair and assurance. Remember that acting is about listening so always be aware of what the other characters in your scene are saying and doing.

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 supporting material, 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 **supporting evidence which should include:**

Production concept	Play research	Character notes	Annotated script	Reflection
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Achievement Criteria

Achievement with Excellence	Achievement with Merit	Achievement
<ul style="list-style-type: none"> • Perform a substantial acting role effectively in a scripted production. 	<ul style="list-style-type: none"> • Perform a substantial acting role skilfully in a scripted production. 	<ul style="list-style-type: none"> • Perform a substantial acting role in a scripted production.

Perform a substantial acting role in a scripted production involves preparing for and sustaining a role throughout a performance for a live audience. The performed work will be of sufficient substance to merit attention and have some depth of meaning. The role may be from a play or a selection of scenes from one or several plays that are linked thematically.

Perform a substantial acting role skilfully in a scripted production means to work with competence, control and a sense of purpose. It refers to sustaining a credible role throughout the performance.

Perform a substantial acting role effectively in a scripted production means to present work convincingly, capturing the essence of the dramatic context with impact. It refers to performing the role with flair and assurance.

Assessment Schedule - Drama 2.6 We are what we always were in Salem (The Crucible)

Task	Evidence towards achievement	Evidence towards merit	Evidence towards excellence
<p>The student actively participates in the production process and supports the production team by:</p> <ul style="list-style-type: none"> ▪ attending rehearsals ▪ working positively ▪ accepting direction ▪ learning lines by the deadline set ▪ cooperating with the group ▪ supporting the production concept 	<p>The student participates actively in the production process by completing the tasks set.</p> <p>For example a student playing John Proctor in “The Crucible” has attended all rehearsals punctually, met all production deadlines, and has accepted direction.</p>	<p>The student participates actively in the production process by completing the tasks set.</p> <p>For example a student playing John Proctor in “The Crucible” has attended all rehearsals punctually, met all production deadlines, and has accepted direction.</p>	<p>The student participates actively in the production process by completing the tasks set.</p> <p>For example a student playing John Proctor in “The Crucible” has attended all rehearsals punctually, met all production deadlines, and has accepted direction.</p>
<p>The student’s supporting evidence shows:</p> <ul style="list-style-type: none"> ▪ play research ▪ character notes ▪ annotated script ▪ reflection 	<p>S/he has submitted an accurate record of the production process and a response to character and play research questions</p>	<p>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.</p>	<p>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.</p>
<p>The student performs and sustains an acting role in the scripted production.</p>	<p>S/he has prepared for and sustained a believable role in a scripted production.</p>	<p>S/he has performed the role skilfully, working with competence, control and a sense of purpose. The performance is credible and sustained.</p>	<p>The student has performed the role convincingly, capturing the essence of the dramatic context with impact. The student has performed the role with flair and assurance.</p>