

Drama 1.6 – PERFORM AN ACTING ROLE IN A SCRIPTED PRODUCTION

Achievement Standard 90009 5 Credits

"It takes two to make a thing go right"



Student Instructions

In this activity you will perform an acting role in a scripted production, for an audience in a full length play in the Drama room in a night performance.

To achieve this Achievement Standard, you will be expected to:

- attend rehearsals (80% attendance)
- learn lines to meet deadlines
- accept direction willingly
- produce supporting material
- cooperate with the group to enable the production to be realised.

The preparation for this activity will take six to eight weeks and involve class and out of class time.

Task 1 Preparation

Your teacher will give you a script and tell you who the audience will be. Through negotiation you will be assigned an acting role. The class will need to work co-operatively to achieve an appropriate standard of performance.

Consider the following questions as you begin to explore the role that you will be undertaking:

a. Character development

- What are your character's major desires and dislikes?
- How is your character viewed by other characters in the play?
- What are your physical characteristics (age, build, clothes, etc)?

Fill in the worksheet. What do other characters say about your character? Make up your own background details.

Production responsibilities

- What is your rehearsal schedule?
- How will you learn your lines thoroughly?
- What are your responsibilities within the group? Why is this so important?

Write these down to form your portfolio of supporting evidence.

b. Planning

- Ensure you have a copy of the *rehearsal schedule* and *deadlines* as part of your portfolio. These will include
 - deadlines for learning lines
 - dates and times for the technical rehearsal
 - dress rehearsal
 - performance dates and times.

Annotating your script - you will need to record in your script:

- ✓ **stage directions**
- ✓ **how will you use techniques to portray your character**
- ✓ **director or teacher notes**

Task 2 Rehearsal

During the rehearsal process, you will have the opportunity to explore the ways voice, body language, movement and use of space can create and develop your character.

Your teacher will view and discuss this exploration with you.

Record your findings in your portfolio of evidence.

Production requirements:

In discussion with the class, we will decide on:

- | | | |
|--------------------|-----------------|-------------------|
| ✓ costumes, | ✓ set, | ✓ make-up, |
| ✓ props, | ✓ music, | ✓ sound |

✓ lighting.

Task 3 Performance

Carry out your acting role in the production in an appropriate and believable manner.

Remember to:

support the production concept, **perform** the role as rehearsed, **sustain** the role, **work as a member of a team** (in drama this is called an ensemble)

Task 4 Supporting Evidence

Gather together all of the 'paperwork' you have accumulated as a part of this process.

Portfolio Checklist

Your portfolio should contain:

Rehearsal schedule (showing deadlines)	
Character development worksheet	
Annotated script (that shows techniques used)	
Your completed "Rehearsal Grid"	
Statement of intention that includes: Explanation of elements of time, place, situation and action An interpretation of the role and how you will act it Comments on character interaction	

Assessment Schedule – 1.6 Perform an acting role

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

NB:

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

Perform an acting role effectively means to present work convincingly, capturing the essence of the dramatic context with impact. It refers to performing the role with assurance.

Achievement with Excellence	Achievement with Merit	Achievement
The student has: <ul style="list-style-type: none">attended rehearsals, actively participated in and contributed strongly to rehearsals, learnt lines by dates given, shown willingness to accept direction, and fully co-operated with the group, often taking a leadership role.used voice, body language, movement and space convincingly and in line with the essence of the dramatic context. (e.g. convincing evidence is shown of age, status, personality and motivation).sustained a role with conviction, impact and assurance (e.g. the audience strongly empathises with the character).interacted with other characters appropriately, and consistently.	The student has: <ul style="list-style-type: none">attended rehearsals, actively participated in and contributed to rehearsals, learnt lines by dates given, shown willingness to accept direction, and fully co-operated with the group.Used voice, body language, movement and use of space convincingly (e.g. some convincing evidence is shown of age, status and personality).sustained a role, demonstrating a sense of purpose (e.g. is able to improvise when something goes wrong).interacted with other characters appropriately and consistently E.g. The student playing Luke in "Takes Two" is able to sustain the role and of a	The student has: <ul style="list-style-type: none">attended rehearsals, worked satisfactorily at rehearsals, learnt lines by dates given, shown willingness to accept direction, and co-operated with the group.shown through voice, body language, movement and use of space the character's physicality and character traits.sustained a role (e.g. does not laugh at an inappropriate time).interacted with other characters appropriately. E.g. The student playing Luke in "Takes Two" is able to perform the role and show Luke as a young man that is dealing with a number of issues. The student uses body language to portray these emotions and uses his voice to support his choices in the portrayal. The student participates in the rehearsal

<p>e.g. The student playing Luke in “Takes Two” is able to sustain the role and convincingly internalise the passion and conviction of a young man struggling with his emotions and the past relationships in the play. The student uses strong body language and movement and a loud and convincing voice. The actor creates a convincing sense of awkwardness and self-realisation throughout.</p> <p>The student makes a strong contribution to the play and shows commitment to every facet of the process, creating a very real, absorbing character and working as part of an ensemble to enthuse others and present the play.</p>	<p>young man struggling to understand his emotions. The student uses strong body language and movement and a varies his voice according to the directions provided. The performance is convincing as the actor creates a sense of who Luke is and how he reacts throughout the play.</p> <p>The student is actively committed to the rehearsal process, creates a convincing character and works as part of an ensemble to present the play.</p>	<p>process, creates a believable character and works as a part of an ensemble to present the play.</p>
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