



MYP 3: DRAMA

World Theatre: Masks: Performance and Process Journal

STUDENT NAME.....

CLASS TEACHER

Task

Students will work in small groups to create a piece of original Masked performance work.

Student instructions:

You will devise your own Masked performance, and keep a record of the ways in which you acquired, developed and applied new performance skills.

Your performance can be in the style of one of the genres you have explored e.g. Commedia/Chinese Opera, or you can fuse elements from different genres, e.g. Greek Chorus using neutral Mask and physical theatre. You could explore a new genre, e.g. children's theatre/storytelling using Masks. You can make your own masks, or paint/cut/adapt your neutral Mask (for example to create a Kabuki design). Your scene can be narrative based or movement based and should last approximately 2-3 minutes.

For the process work you need to explain the milestones in devising and rehearsing your performance, and also the process of learning and developing new performance skills related to Masks. This must be focused on your personal development and progress. Your work can be audio/video/written (max 4 sides A4, 3 mins audio/video)

Starter questions for Process Work:

- What was the group starting point e.g. a concept, a photo, a piece of music, a Mask style?
- How did your group begin to explore the starting point?
- What was your contribution to this? What were your individual ideas and responses?
- Which new performance skills did you have to develop as an individual?
- How did you develop these performance skills?
- How did your group begin to structure the performance?
- What decisions were made for Mask, for music, for projections etc and why?
- How did you explore different ideas and approaches?
- How did you come up with imaginative solutions to problems?
- What were three of your most creative ideas?
- How did you explore alternative approaches and ideas?
- How did you use your research to inspire you?
- How have you utilised elements of World Theatre into your performance?
- How did you problem solve (as an individual)
- What inspired you, and how did you incorporate it into your performance?

	Academic honesty guidelines must be followed.		
Global Context and exploration	Orientation in Space and Time	Key Concepts (subject specific)	Aesthetics
Statement of Inquiry	A Mask has the power to transform		
Marking	This task will be assessed against Criterion B, strands i and ii, Criterion C, strands ii and iii and Criterion D strand ii.		
Conditions	The task will be prepared during lesson time and for homework.		
ATL	Thinking: Make unexpected or unusual connections between objects and/or ideas		
Time Allocation	Two weeks.	Resources	Google Classroom https://aicsdrama.weebly.com/unit-1---world-theatre---masks1.html
Date of Issue	Week beginning 26th Nov	Due Date/Time	Week beginning 10th December
Marking	Your work will be marked by your drama teacher and may be moderated by another drama teacher.		
Authenticity	Copied work/plagiarism will result in the awarding of zero for the assignment.		

All summative assessments, with marking rubric attached, will be available to parents via Managebac or at consultation meetings.

Criterion B - Evidence: Process Journal, Performance, Group Work		
0	The student does not reach a standard described by any of the descriptors below.	
1–2	i) Demonstrates limited acquisition and development of the skills and techniques of the artform studied ii) Demonstrates limited application of skills and techniques to create, perform and/or present art	Your process journal is limited . You have not completed all aspects of the task, not given enough evidence of how you learned and developed a new performance skill related to Masks. Your performance (application of skills and techniques) is limited ; you have made little effort to use your body (and voice) effectively.
3–4	i) Demonstrates adequate acquisition and development of the skills and techniques of the artform studied ii) Demonstrates adequate application of skills and techniques to create, perform and/or present art	Your process journal is adequate . You have all completed aspects of the task, and given some evidence of how you learned and developed a new performance skill related to Masks. Your performance (application of skills and techniques) is satisfactory ; you have made some effort to use your body (and voice) effectively, and use some relevant skills .

5–6	<p>i) Demonstrates substantial acquisition and development of the skills and techniques of the artform studied</p> <p>ii) Demonstrates substantial application of skills and techniques to create, perform and/or present art</p>	<p>Your process journal is substantial. You have all completed aspects of the task, and clearly described how you learned and developed new performance skills related to Masks.</p> <p>Your performance (application of skills and techniques) is substantial; you have made a lot of effort to use your body (and voice) in effective and creative ways, and use a range of skills.</p>
7–8	<p>i) Demonstrates excellent acquisition and development of the skills and techniques of the artform studied</p> <p>ii) Demonstrates excellent application of skills and techniques to create, perform and/or present art</p>	<p>Your process journal is excellent. You have all completed aspects of the task in lots of detail, and clearly explained how you learned and developed new performance skills related to Masks.</p> <p>Your performance (application of skills and techniques) is excellent; you have made a lot of effort to use your body (and voice) in effective and creative ways, and use a wide range of skills.</p>

Criterion C - Evidence - Process Journal, Group work		
0	The student does not reach a standard described by any of the descriptors below.	
1–2	<p>ii) Identifies a limited outline of alternatives, perspectives and imaginative solutions</p> <p>iii) Demonstrates limited exploration of ideas through the developmental process to a point of realisation.</p>	<p>You have provided limited evidence of your individual contributions to the group devising process and your use of creative thinking skills. You have provided limited evidence to show how you explored ideas, alternatives, perspectives and imaginative solutions.</p>
3–4	<p>ii) Identifies an adequate outline of alternatives, perspectives and imaginative solutions</p> <p>iii) Demonstrates adequate exploration of ideas through the developmental process to a point of realisation</p>	<p>You have provided satisfactory evidence of your individual contributions to the group devising process and your use of creative thinking skills. You have provided adequate evidence to show how you explored ideas, alternatives, perspectives and imaginative solutions.</p>
5–6	<p>ii) Identifies a substantial outline of alternatives, perspectives and imaginative solutions</p> <p>iii) Demonstrates substantial exploration of ideas through the developmental process to a point of realisation</p>	<p>You have provided a detailed description of your individual contributions to the group devising process and your use of creative thinking. You have provided substantial evidence to show how you explored ideas, alternatives, perspectives and imaginative solutions.</p>

7–8	ii) Identifies an excellent outline of alternatives, perspectives and imaginative solutions iii) Demonstrates excellent exploration of ideas through the developmental process to a point of realisation	You have provided a detailed explanation of your individual contributions to the group devising process and your use of creative thinking. You have provided excellent evidence to show how you explored ideas, alternatives, perspectives and imaginative solutions.
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Criterion D - Evidence - Performance and Journal		
0	The student does not reach a standard described by any of the descriptors below.	
1–2	ii) creates a limited artistic response which is possibly inspired by the world around them	Your final performance (the artistic response) is limited . You provide limited evidence to show how your work was inspired by the world around you. There is limited evidence of how you transferred your knowledge (research, class learning, independent study) to your performance in your journal.
3–4	ii) creates an adequate artistic response which is occasionally inspired by the world around them	Your final performance (the artistic response) is adequate . You provide adequate evidence to show how your work was inspired by the world around you. There is adequate evidence of how you transferred your knowledge (research, class learning, independent study) to your performance in your journal.
5–6	ii) creates a substantial artistic response which is regularly inspired by the world around them	Your final performance (the artistic response) is substantial . You provide substantial evidence to show how your work was inspired by the world around you. There is substantial evidence of how you transferred your knowledge (research, class learning, independent study) to your performance in your journal.
7–8	ii) creates an excellent artistic response which is effectively inspired by the world around them	Your final performance (the artistic response) is excellent . You provide excellent evidence to show how your work was inspired by the world around you. There is excellent evidence of how you transferred your knowledge (research, class learning, independent study) to your performance in your journal.

