



MYP 4: DRAMA

World Theatre Scripts: Performance, Process Journal and Controlled Assessment (evaluation)

STUDENT NAME.....

CLASS TEACHER

Task

1. **Choose one text** you have studied to make a **10-20 minute Performance** (3-5 minutes of performance time per actor) of, in a displaced context (Criterion Dii). Your version of the script needs to present the characters in the way you think will relate to a contemporary audience, however, you cannot change the dialogue in the text, only the intention behind the delivery of the lines. You may alter the set, costume and style of the performance, but the text needs to remain intact. You are allowed to select different sections of the script to make up the performance time, but you are not allowed to change the dialogue.
2. Alongside the performance you must produce a **Process Journal** (Criterion A iii) which includes an **individual artistic intention** for your performance that highlights the specific skills you wish to develop throughout the course of this unit and a **skill development record** that documents the development of at least two specific performance skills. You must include evidence of the development of your chosen skills, evidence can be; video clips, pictures, voice recordings, diagrams etc... You must also include an **audience questionnaire** of no more than 5 questions, for your audience, that will allow your audience to give specific feedback on the performance they have seen as well as an applied research and creative thinking section to your work. The responses from the audience questionnaires will help you to write your evaluation.
3. A **written evaluation** of your performance will form the final section of your process journal. This evaluation will be under timed conditions and will be completed in class. Your process journal must be between 2-4 pages of A4 or 2-4 minutes of audio/video in length, excluding your timed evaluation.

The Process Journal must include:

1. Artistic intention (Criterion Ci); how will your performance present these stereotypical characters in order to relate to a contemporary audience? why? what skills will you use to convey the chosen perception?
2. Applied research (Criterion Aiii): What skills have you learnt/what research have you undertaken during the course, that you are applying to your performance and why?
3. Skill development record (Criterion Bi); that shows clear evidence of the development of at least 2 specific performance skills

	<p>4. Creative Thinking (Criterion Cii and Ciii): That explains two ideas that you have contributed to the final performance and documents the development of these ideas.</p> <p>5. Audience Questionnaire (Criterion Bii and Diii)</p> <p>6. Your timed evaluation (Criterion Diii); this evaluation will be conducted under timed conditions in class time after your performance. It is a critique of your performance and you should take the audience questionnaire responses into consideration when completing this.</p> <p>Academic Honesty and Referencing guidelines must be followed: https://aicsdrama.weebly.com/assessment-and-academic-honesty-at-aics.html</p>		
Global Context and exploration	Identities and relationships	Key Concepts (subject specific)	Communication, connections, identity
Statement of Inquiry	Play scripts present the stereotypes of their context and inform our perception of identity. Those stereotypes and perceptions transcend space and time.		
Marking	This task will be assessed against criterion A strand iii Criterion B strands i and ii, criterion C strands i,ii and iii and Criterion D strands ii and iii.		
Conditions	The task will mostly be prepared for Home Learning with a timed written evaluation taking place in lesson time.		
ATL	communication		
Time Allocation	Four weeks	Resources	Google Classroom https://aicsdrama.weebly.com/
Date of Issue	Week beginning 18th March	Due Date/Time	Week beginning 15th April
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 A- Knowledge and understanding, strand iii (Skill development record)		
1-2	iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	You make limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	You adequately show how you have used acquired knowledge to purposefully inform artistic decisions made in your work.
5-6	iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.	You substantially show how you have used acquired knowledge to purposefully inform artistic decisions made in your work.

7-8	iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	You show excellently how you have used acquired knowledge to purposefully inform artistic decisions made in your work.
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Criterion B- Developing Skills, strands i and ii

1-2	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied ii. demonstrates limited application of skills and techniques to create, perform and/or present art	<ul style="list-style-type: none"> You have not met the full requirements of the task in terms of content Your entries regarding the development of new performance skills are limited in detail, giving some limited examples.
3-4	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied ii. demonstrates adequate application of skills and techniques to create, perform and/or present art	<ul style="list-style-type: none"> You have met the full requirements of the task in terms of content, but your work could be further developed/more detailed Your entries regarding the development of new performance skills are adequate. You communicate some of the ways in which you learned, practiced and mastered new techniques, giving some examples.
5-6	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	<ul style="list-style-type: none"> You have met the full requirements of the task in terms of content, and your work is descriptive and detailed.. Your entries regarding the development of new performance skills are substantial. You communicate the ways in which you learned, practiced and mastered new techniques, giving clear examples.
7-8	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent application of skills and techniques to create, perform and/or present art	<ul style="list-style-type: none"> You have met the full requirements of the task in terms of content, with clear and very detailed explanations, Your entries regarding the development of new performance skills are excellent. You clearly communicate the ways in which you learned, practiced and mastered new techniques, giving several detailed examples.

Criterion C - Thinking Creatively, strands i, ii and iii		
1-2	<p>i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent</p> <p>ii. demonstrates a limited range or depth of creative-thinking behaviours</p> <p>iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization</p>	<ul style="list-style-type: none"> Your artistic intention is limited and lacks detail. Your evaluation and creative thinking record are limited in detail, giving some limited examples. You list the ways in which you used your artistic intentions to shape your performance.
3-4	<p>i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent</p> <p>ii. demonstrates an adequate range and depth of creative-thinking behaviours</p> <p>iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.</p>	<ul style="list-style-type: none"> Your artistic intention is adequate with ideas that are occasionally clear. Your evaluation and creative thinking record are adequate. You give some examples as evidence. You outline the ways in which you used your artistic intentions to shape your performance, giving some examples.
5-6	<p>i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent</p> <p>ii. demonstrates a substantial range and depth of creative-thinking behaviours</p> <p>iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization</p>	<ul style="list-style-type: none"> Your artistic intention is substantial, mostly feasible, clear and imaginative. Your evaluation and creative thinking record are substantial. You communicate the ways in which you helped shape the performance and developed individual skills whilst giving specific examples. You describe the ways in which you used your artistic intentions to effectively shape your performance, giving clear examples.
7-8	<p>i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent</p> <p>ii. demonstrates an excellent range and depth of creative-thinking behaviours</p> <p>iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.</p>	<ul style="list-style-type: none"> Your artistic intention is excellent; it is imaginative and succinctly written to highlight feasible ideas. Your evaluation and creative thinking record are excellent. They show in detail the range and depth of your creative thinking by providing specific and engaging examples of how you helped shape the performance and how your skills have developed as a

		<p>result of that.</p> <ul style="list-style-type: none">● You explain the ways in which you used your artistic intentions to effectively shape your performance, giving a range of clear examples.
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