

ENSEMBLE DRAMA PERFORMANCE

Group Members: _____

Title of Work: _____

Original Author: _____

Date Performance Should Be Ready: _____

In this assignment, you and your group will perform an "adaptation" of your reading material for the enjoyment and edification of a selected audience. You will select a scene from your own novel or text material, or create a paraphrased version of the entire piece with the help of your teacher and/or the teacher-librarian. As a group, you must decide how best to present your selection in a dramatic form. All group members must be featured in some fashion, and the original plot of the text should still be obvious to the audience members. Costumes, props, sound effects (including music if you wish), and a minimal set should also be considered in order to enrich the performance. Some class time will be provided to create these items, but you may work on them at home as well, dividing the work among the group members.

The preparatory work for this performance should include a script made from the dialogue and text you have chosen as source material. Stage directions should be added where necessary, and all group members should have an opinion as to how the entire piece comes together. The way you work together to share responsibilities and roles will be assessed throughout the process. **MAKE SURE EVERYONE'S IDEA IS GIVEN VALUE AND RESPECT!**

The entire script should be included, and must be written in the correct format. Changes to the text of the original story are encouraged as long as there is a justification included in a footnote, explaining why the change was made (i.e. what it was intended to accomplish in terms of dramatic purpose.)

Once the work is polished, performances may be given to selected grades, and they will be asked to "assess" the piece for strengths and weaknesses. Their feedback will be considered, in order to give you much-needed "critical reviews" (and probably a few laughs).

The group performance assessment for the project follows on the back of this page. Individual assessment will be noted anecdotally as the project progresses.

RUBRIC FOR GROUP PART OF THE ASSIGNMENT:

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
ORAL COMMUNICATION: Application Use a variety of appropriate visual aids to support or enhance oral presentations, with limited effectiveness. 2.7 (Use of props)	Use a variety of appropriate visual aids to support or enhance oral presentations, with some effectiveness.	Use a variety of appropriate visual aids to support or enhance oral presentations, with considerable effectiveness.	Use a variety of appropriate visual aids to support or enhance oral presentations, with a high degree of effectiveness.
DRAMA: Application Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with limited effectiveness. (Effectiveness of group as a whole throughout process)	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with some effectiveness.	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with considerable effectiveness.	Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays, with a high degree of effectiveness.
DRAMA: Communication/Thinking Describe and reflect, orally and in writing, on their response to their own and others' work in drama and dance...with limited effectiveness (Self-evaluation)	Describe and reflect, orally and in writing, on their response to their own and others' work in drama and dance... with some effectiveness.	Describe and reflect, orally and in writing, on their response to their own and others' work in drama and dance... with considerable effectiveness.	Describe and reflect, orally and in writing, on their response to their own and others' work in drama and dance... with a high degree of effectiveness.
DRAMA: Knowledge Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama, with limited effectiveness. (Use of voice, gestures, body movements, etc. as character)	Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama, with some effectiveness.	Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama, with considerable effectiveness.	Demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama, with a high degree of effectiveness.
READING: Application Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. 1.6 (Connectedness to original text)	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
WRITING: Application Write longer and more complex texts using a variety of forms with limited effectiveness. 2.1 (Script writing)	Write longer and more complex texts using a variety of forms with some effectiveness.	Write longer and more complex texts using a variety of forms with considerable effectiveness.	Write longer and more complex texts using a variety of forms with a high degree of effectiveness.

I am aware my child has this project (pre-project): _____

I am aware of my child's mark(s) in this project (when it is finished): _____

PARENT COMMENT: _____

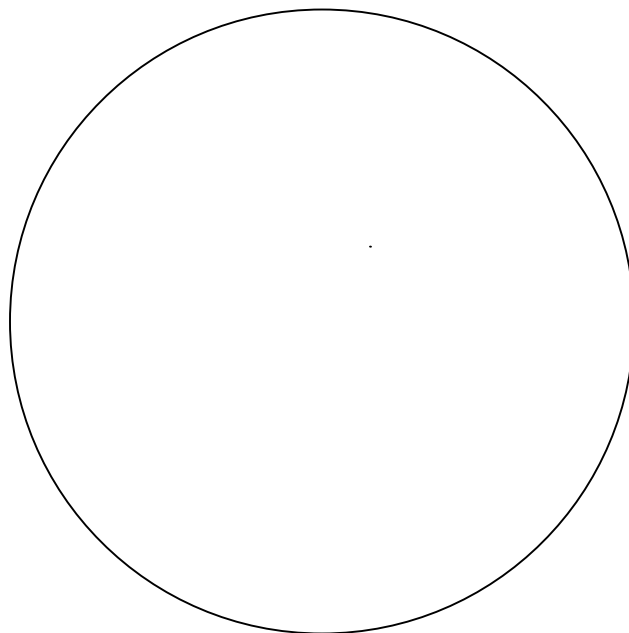
THE PIE CHART

In business, teams are often created to complete assignments and projects. Part of being an effective team member is being able to evaluate how the various team members "pulled their weight," completing the various aspects of the task, etc. Teams are always being asked to assess these things, and to collaboratively (meaning TOGETHER) come up with an evaluation of how the team did.

On the circle below, using what you know about pie charts, graph each group member's contribution to the overall assignment. Write the percentage beside the section of pie that represents each group member. When your group is in agreement (and let's hope you can get a consensus, since that's part of the process), each group member must sign his or her name beside the pie chart to assert that they agree with the assessment.

NOTE: The object is not to offend anyone, or to cause hurt feelings. In most cases, group members can easily prove what they did, or did not, do, as the discussion takes place. Creating props and sets may not SEEM as big a deal as writing a script, for example, but the time required may be greater when you actually think about it. Everyone's contribution should have value, but how does it compare with others, in YOUR opinion?

THE PIE CHART



Sign here if
you agree: