

## The Final Performance: Project Requirements

### The Performance (80 points)

- You performance can be anything you want it to be. You must entertain us, challenge us, and demonstrate to us your talents and abilities. You can sing, dance, rap, perform a short play, read poetry, do performance art, etc.
- It can be original work or published material. You and your team are responsible for procuring the text. The choice of performance material must be school appropriate and is subject to approval.
- You must complete the **Performance Proposal** on or before \_\_\_\_\_.
- Each student is allotted 6 - 8 minutes for a solo performance.
- An additional 2 minutes per extra person is required as groups grow (max 20 min).
- Groups are to be no larger than 8 people.
- If a student is helping in a scene beyond their primary performance, extra credit up to 20 points may be earned.
- You will have a maximum of 5 minutes to set-up and strike.
- The **Evaluation Rubric** has been provided to help guide your work.

### Creative Process (10 points)

- You will submit a **Creative Process Reflection** on your blog on Friday, \_\_\_\_\_. This reflection should explain what your performance piece is about, how you're putting it together, and what some of your thoughts and influences are as you're constructing the performance.
- Students are responsible for any props or costumes needed.
- Students will be given class time prior to the performance dates to rehearse and prepare sets, props, and costumes for their piece. Time outside of class will likely be necessary for rehearsals and preparation.
- Limited access to the theatre's stock will be granted. Primarily, costumes should be derived from students' own resources.
- Last minute requests the day-of the performance may not be fulfilled.

### Self-Evaluation Reflection (10 points)

- Performances for groups with seniors is \_\_\_\_\_. Subsequent groups will be scheduled at random the following school days.
- You will provide a **Self-Evaluation Reflection** on your blog following your performance, no later than \_\_\_\_\_, basing your comments on the Evaluation Rubric's criteria.

Name: \_\_\_\_\_

## The Final Performance: Performance Proposal

Name	Role	Type of Evaluation
		<input type="checkbox"/> Primary Performance <input type="checkbox"/> Extra Credit
		<input type="checkbox"/> Primary Performance <input type="checkbox"/> Extra Credit
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		<input type="checkbox"/> Primary Performance <input type="checkbox"/> Extra Credit
		<input type="checkbox"/> Primary Performance <input type="checkbox"/> Extra Credit

**Title:** \_\_\_\_\_

**Genre:** \_\_\_\_\_

Allotted Time:

What is the nature of this performance? Briefly describe it.

### Set Elements:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Metal chair: 1 2 3 4    | <input type="checkbox"/> Colorful chair: 1 2 3 4 | <input type="checkbox"/> Couch: large medium small |
| <input type="checkbox"/> Wooden chair: 1 2 3 4   | <input type="checkbox"/> Black metal table: 1 2  | <input type="checkbox"/> Black metal bench         |
| <input type="checkbox"/> Short wooden stool: 1 2 | <input type="checkbox"/> Black/white table       | <input type="checkbox"/> BYO:                      |
| <input type="checkbox"/> Tall metal stool: 1 2   | <input type="checkbox"/> Small wooden table      |  |

### A/V Requests:

- LCD Projector & Computer     Sound system     BYO:

### Lighting Request:

- Full     Dim     Dimmest     Light changes – will have volunteer

### Other Requests:

## The Final Performance: Evaluation Rubric

		8	6	4	2
<b>ACTING</b>	<b>Physicality</b>	The actor uses consistent facial expressions and movements to make the character more believable and the story more easily understood.	The actor often uses facial expressions and movements to make the character more believable and the story more easily understood.	The actor tries to use facial expressions and movements to make the character more believable and the story more easily understood.	The actor does not use facial expressions or movement to make the storytelling more interesting or clear.
	<b>Motivation</b>	The character's motivations are clear and remain the driving force of their interactions with other characters.	The character's motivations are present and usually inform their interactions with other characters.	The character's motivations are confusing and sometimes inform their interactions with other characters.	The character's motivations are not present and do not inform their interactions with other characters.
	<b>Voice/Projection</b>	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.
	<b>Commitment</b>	Actor does not break character and is always involved in the proceedings.	Actor breaks character a time or two, but remains involved in the proceedings.	Actor breaks character a number of times, but regains involvement.	Actor is out of character more than they are in character and detracts from the proceedings.
<b>SPACE</b>	<b>Staging</b>	Excellent use of stage space; very effective for scene.	Very good use of stage space.	Satisfactory use of stage space.	Somewhat ineffective use of stage space.
	<b>Set, Props &amp; Costumes</b>	Very creative use of materials to evoke character, time & place.	Good use of materials to evoke character, time & place.	Fair use of materials to evoke character, time & place.	Little use of materials to evoke character, time & place.
<b>TEXT</b>	<b>Creativity</b>	The story contains many creative elements that contribute to the audience enjoyment. The individual or group has really used their imagination and have taken creative risks.	The story explores a few creative elements that contribute to the audience enjoyment. The individual or group has used their imagination.	The story contains a few creative elements, yet they may distract from the performance.	There is little evidence of creativity in the performance.
<b>PROCESS</b>	<b>Rehearsed</b>	The actor knows their part fully and has obviously practiced. Script is memorized and actor speaks with confidence and ease.	The actor knows their lines well and has practiced. Script is memorized and actor speaks with relative ease.	The actor knows most of their part, but did not appear to have practiced enough. May need to pause to remember lines or feels ill-at-ease delivering lines.	The actor knows little of their part, and did not appear to have practiced. Must pause to remember lines and disrupts the flow of the performance.
	<b>Yes, and...</b>	The actor works collaboratively with their group, adding to the positive interaction of all members through the rehearsal/performance process.	The actor works well with their group, adding to the interaction of all members through the rehearsal/ performance process.	The actor provides challenges to the group's progress through the rehearsal/performance process.	The actor provides no help to the group's progress, and at times causes group strife through the rehearsal/ performance process.
	<b>Duration Allotted</b>	The performance is between the allotted time	The performance runs 30 seconds below or above the allotted time	The performance runs 1 minute below or above the allotted time	The performance runs 1.5 minutes below or above the allotted time

**Actor Feedback Request** (one distinct thing you'd prefer Mr. Hanks to focus on for specific feedback)