

Course Title: Acting 1 (edits)			
Course Number: 0400370			
NGSSS Benchmark	Content Focus	Number of Points Possible	Suggested Cognitive Complexity (per CPALMS)
Reporting Category 1: Play & Character Analysis			
LACC.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	2	2 Level 2
LACC.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	2 3	2 Level 2 1 Level 1
LACC.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	2	2 Level 2
TH.912.H.1.4:	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.	2	2 Level 3
TH.912.H.2.3:	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.	2	2 Level 3
TH.912.O.1.1:	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Ex: beats, actions, subtext	2	2 Level 2 1 Level 1 1 Level 3
Reporting category total			11
Reporting Category 2: Historical, Cultural & Social Connections			
TH.912.H.2.6:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.	2	Level 2
TH.912.H.3.5:	Explain how the social interactions of daily life are manifested in theatre. Remarks/Ex: cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy	2	2 Level 2
TH.912.S.1.1:	Describe the interactive effect of audience members and actors on performances.	1	1 Level 1
Reporting category total			3
Reporting Category 3: Methods & Skills			
LACC.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2 1	1 Level 1
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * No multiple choice items in item bank	2	Level 1
TH.912.F.2.2:	Assess the skills needed for theatre-related jobs in the community to support career selection. * No multiple choice items in item bank	2	Level 1
TH.912.F.3.4:	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures. Remarks/Ex: goal setting, self-discipline, punctuality,	2	Level 1

	meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity * No multiple choice items in item bank		
TH.912.H.3.1:	Apply critical thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Ex: time management, interpersonal skills, making priorities * No multiple choice items in item bank	2	Level 1
TH.912.H.3.3:	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance. Remarks/Ex: history, literature, visual art, welding, sewing, computer applications, math, science, world languages * No multiple choice items in item bank	1	Level 2
TH.912.S.2.8:	Strengthen acting skills by engaging in theatre games and improvisations. Remarks/Ex: concentration, observation, imagination, sense memory, listening, reacting * No multiple choice items in item bank	2	Level 1
Reporting category total		1	

Overall Percentage for Written Test: 30%

Overall Percentage for Performance Tasks: 70%

Performance Task #1	Duet Scene
Weighting Percent for this Task	70%
Standard	<p>TH.912.C.1.5: Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.</p> <p>TH.912.C.1.3: Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.</p> <p>TH.912.C.2.8: Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.</p> <p>Remarks/Examples e.g., peer assessment, rubric, criteria, coaching, feedback, criticism</p> <p>TH.912.S.3.3: Develop acting skills and techniques in the rehearsal process.</p> <p>TH.912.S.2.4: Sustain a character or follow technical cues in a production piece to show focus.</p> <p>TH.912.S.3.2: Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.</p> <p>TH.912.F.1.1: Synthesize research, analysis, and imagination to create believable characters and settings.</p> <p>Remarks/Ex: scenery, costumes, props</p> <p>TH.912.F.3.3: Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.</p>
Exemplar (If applicable)	See rubric.
Additional Information	We will make sure to give students the rubric during the rehearsal process to evaluate and improve their performance.
Suggested Assessment Team	High school theatre teachers and local theatre directors.

Performer's Name _____ **Scene:** _____ **Date:** _____

Requirement	20 - Excellent	15 - Good	10 - Fair
Characterization - Objectives/ Tactics - Relationship/ Communication - Facial Expression & Gesture __/20	The actor always uses appropriate body language, emotion and facial expression to convey the character's objective in the scene. Tactics are present, and help to establish the relationship between the characters.	The actor sometimes uses appropriate body language, emotion and facial expression to convey the character's objective in the scene. Tactics are present, and help to establish the relationship between the characters.	The actor rarely uses appropriate body language, emotion and facial expression to convey the character's objective in the scene. Tactics are present, and help to establish the relationship between the characters.
Staging/Blocking/Movement __/20	The use of staging/blocking/movement techniques clearly shows the major dramatic curve of the scene and an active choice through out the scene.	Some staging/blocking is present but it does not fully support the major dramatic curve of the scene and an active choice through out the scene.	There is minimal to no staging/blocking used in the scene.
Memorization __/20	The scene was fully memorized and the lines flowed naturally.	The scene was memorized but the effort to remember the lines distracted from the overall performance.	The scene was not fully memorized.
Projection/Diction __/20	Throughout the scene, student's voices were loud and clear. It was easy to hear and understand their dialogue.	The students were not consistently loud and at times it was difficult to understand what they were saying.	It was very difficult to hear and understand the students throughout the entire scene. They did not project nor articulate.
Teamwork/Rehearsal Process __/20	The actor always maintained on-task behavior and focused rehearsal to improve performance. The actor problem-solved and worked respectfully with the other actor.	The actor sometimes maintained on-task behavior and focused rehearsal to improve performance. The actor problem-solved and worked respectfully with the other actor.	The actor rarely maintained on-task behavior and focused rehearsal to improve performance. The actor problem-solved and worked respectfully with the other actor.

Comments:

4 = 100% - 90%

3 = 89% - 75%

2 = 74% - 69%

1 = 68% - 0%

TOTAL POINTS: _____ **/100%**