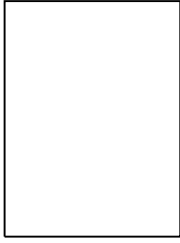


Creating Theatre Assessments**Day 3****OBJECTIVE 2**

NATIONAL ARTS ASSESSMENT TRAINING INSTITUTE

SCASS ARTS EDUCATION ASSESSMENT CONSORTIUM

SUMMARY OF “OPEN SCRIPT” THEATRE ASSESSMENT GRADE 12

Open Script is an assessment exercise in acting for high school students. It is based on the National Standards for Arts Education Theatre Content Standards 2 and 7.

- 2. "Acting by developing, communicating, and sustaining characters in improvisations and informal and formal productions;" and
- 7. "Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions."

To accomplish this task, a pair of students must collaborate to develop and perform a coherent scene from an open script, using movement and voice to create believable characters. The scene is videotaped, then students review and analyze their taped performance. Students are scored individually and as an ensemble; at Level Three they meet the standard; at Level Four they exceed it; at Levels Two and One their work needs improvement.

Parts of this exercise - from the words of the open script itself to the scoring guides - have been revised many times between 1995 and 1998. The final scoring guide is concise and unnecessary directions have been eliminated from the teacher's script. One significant addition that has helped focus the students on the requirements of the task is the "analysis worksheet," which they use when planning their characters and when reflecting on their performance. The addition of a guide to video production also helped improve the quality of the tapes that were sent back as evidence of student work.

There is an accompanying tape that documents the exercise in action. It follows one pair of actors through the planning, rehearsal, performance, and reflection process. Examples of student work illustrating four levels of achievement have been selected by the Theatre Committee, but are not yet been organized onto a single tape.

THEATRE EXERCISE, GRADE LEVEL 12

"Open Script"

NATIONAL STANDARDS ASSESSED

🕒 Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions

Proficient Students

c. in an ensemble, create and sustain characters that communicate with audiences.

Advanced Students

e. create consistent characters from classical, contemporary, realistic, and non realistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

🕒 Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions

Proficient Students

- b. articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.
- c. analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices.
- d. constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions.

TASK DESCRIPTION

This acting exercise requires students to collaborate in developing a scene from an open script (seemingly random words and/or phrases), emphasizing the use of movement and vocal variety to communicate believable characters with strong objectives in a coherent dramatic scene. Students will work in pairs to create scenes, focusing on who they are, what is happening, and where the action is taking place. Students will then complete a pre-analysis worksheet and rehearse. Performances will be videotaped for reflection and scoring. In addressing Standard # 7, students will use the videotaped performances to complete the post-analysis worksheet. The timing listed below is only a suggestion: Please be flexible in meeting your students' needs.

- 20 min. prepare scene
- 30 min. prepare characterization and rehearse
- 3 min. perform
- 10 min. prepare post-analysis worksheet

approx. 70 minutes + time to set up each scene

MATERIALS/EQUIPMENT REQUIRED

- Copies of "Open Script"
- Analysis worksheets
- Task instructions
- A pencil for each student
- Student identification labels
- (Use 5"x8" white cards for Character A, and colored cards for Character B)
- Pins or tape
- Fat markers
- Two chairs, a table or desk should be available to students upon request
- Videotape recorder and two tapes (one for back-up)

Please read the enclosed SCASS booklet, *Videotaping Performance Assessment*, and be sure to check the sound level before you begin videotaping.

PURPOSE OF ASSESSMENT

Students will be individually assessed on their use of voice, movement and their ability to demonstrate the relationship between the characters and, through that interaction, communicate meaning to the audience. Students will, individually, complete a pre-analysis and post-analysis of their work.

BACKGROUND/CONTEXT/EXPERIENCES LEADING TO ASSESSMENT

Students should have had experience working in pairs to create improvised scenes focusing on who they are, what is happening, and where the action is taking place. Students should have experience in character analysis and in using movement, gestures and voice to convey meaning to an audience. They should be accustomed to rehearsing with and performing for one another. They should have had experience with improvisation that includes the concept of developing dialogue and action into scenes with meaning and a clear dramatic structure.

FACILITATOR/EXERCISE ADMINISTRATOR'S SCRIPT

[The Facilitator will follow this script closely for the purpose of standardizing the administration of the exercise. The facilitator will determine the process for dividing the

group into pairs before beginning the exercise. Assign each pair its own identifying number for scoring purposes: Each pair can either announce its number or write it on a large label: White and colored 5"x 8" cards work well - Character A should have a white label, Character B a color. The labels should be affixed to the students so that they are clearly visible in the videotape.]

SAY: You are going to work in pairs to create and perform an original scene from what is called an "open script." An open script is written in such a general manner that it can be interpreted in many ways. From this script, you and your partner will improvise a three-minute scene in which you both perform. Your performances will be videotaped and evaluated according to the scoring guide found on the back of "Open Script" I will hand out.

This exercise is divided into four parts. The four parts are:

- Part 1 Prepare a scene with your partner
- Part 2 Complete pre-analysis worksheet, refine and rehearse your scene
- Part 3 Perform and videotape the scene
- Part 4 Complete the post-analysis worksheet

PART 1

[Distribute copies of "Open Script" and scoring guide]

SAY: Please read the scoring guide and "Open Script." The scoring guide describes those points on which you will be evaluated. After you have read the script, you and your partner will invent the characters, plan what is happening, and determine where the action is taking place. Feel free to make notes on the script.

During your performance, you must use all the words in the order given and may not add any words, but you may use any actions, movements or vocal interpretations you wish. Work together to make sure your scene has a clear beginning, middle, and end that the audience will understand.

You may use the table and chairs in any way you like (or not at all), but any other objects or props must be mimed. You may perform with script in hand. Think about the overall effect of how the characters interact with each other and their environment.

You may wish to start this exercise by reading the script several times, trading roles as Characters A and B. When ideas for a conflict or situation arise, test them out, and choose the one you feel has the best dramatic potential. You should make decisions about dramatic structure (exposition, inciting incident, conflict, rising action, climax, resolution, and ending) in order to express the meaning of the scene. You may begin.

[Allow approximately 20 minutes.]

PART 2

[Pass out copies of the Analysis Worksheet]

SAY: Use your Analysis Worksheet to further your understanding of the characters each of you will portray. Determine the action, movement, and vocal expression that will help you to effectively create a believable scene. Once you have completed your sheet, use the remaining time to rehearse and incorporate your refinements in preparation for your final performance. When you have finalized your scene, complete the sentence at the bottom of “Open Script”. You will be asked to read this at the conclusion of your performance.

Each performance will be videotaped and evaluated. When everyone seems to be ready, I will notify you that five minutes remain before we continue. You may begin.

[While students are preparing their scene, set up the equipment for videotaping.]

[After approximately 25 minutes, remind the students that 5 minutes remain.

SAY: You have 5 minutes remaining to rehearse your scene. Please remember to complete the sentence at the bottom of “Open Script”.

[At the end of the 30 minutes, bring the whole group together.]

PART 3

SAY: As described on the Scoring Guide, you will each be evaluated on the use of your voice (rate, pitch, and volume) and movement (facial expression, gesture, and body movement). You will also be evaluated on the believability of your scene and the portrayal of your character. At the end of your performance, please read aloud the one sentence explanation you have written at the bottom of “Open Script”. (“In this scene, A and B were...)

[Tape each performance in order. Please have backup tape available in case there is a problem in the process. In the event of technical difficulties or if one of the students in a pair is absent, you may tape those students at another time.]

PART 4

[The exercise should be scored from reviewing the videotape, not from viewing the live performance. After the students have viewed the videotape of their work, complete the exercise.]

SAY: Now that you've seen your work on video, please complete the post-analysis portion of your "Analysis Worksheet."

COLLECTING EVIDENCE OF STUDENT ACHIEVEMENT

Videotapes will be used when scoring the exercise. Both teacher and students should evaluate and reflect on the exercise from the tape.

THE OPEN SCRIPT

- A: What are you doing?
- B: Nothing, really. I just...
- A: What?
- B: Huh?
- A: What? You just what?
- B: Oh. Well, I was just...never mind.
- A: Never mind? What's that supposed to mean?
- B: Please...
- A: I asked you a question.
- B: Come on, let's not...
- A: Oh, like it's not worth discussing.
- B: No. Frankly, it isn't.
- A: What?
- B: Let's just drop it, ok? It's over.
- A: Oh. Really. It's over. Just like that.
- B: Right.
- A: No, it's not over...what are you doing?
- B: Nothing, really.

Describe the through-line (spine) of your scene in one sentence by completing this phrase: “In this scene, A and B were...”

SCORE SHEET

Use the scoring guide to indicate the student's achievement.

PAIR	SCORE		COMMENTS
1A	Voice		
	Movement		
	Characterization		
	Ensemble		
1B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
2A	Voice		
	Movement		
	Characterization		
	Ensemble		
2B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
3A	Voice		
	Movement		
	Characterization		
	Ensemble		
3B	Voice		
	Movement		
	Characterization		

	Ensemble		
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PAIR	SCORE		COMMENTS
4A	Voice		
	Movement		
	Characterization		
	Ensemble		
4B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
5A	Voice		
	Movement		
	Characterization		
	Ensemble		
5B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
6A	Voice		
	Movement		
	Characterization		
	Ensemble		
6B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
7A	Voice		
	Movement		
	Characterization		
	Ensemble		
7B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
8A	Voice		
	Movement		
	Characterization		
	Ensemble		
8B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
9A	Voice		
	Movement		
	Characterization		
	Ensemble		
9B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
10A	Voice		
	Movement		
	Characterization		
	Ensemble		

10A	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
11A	Voice		
	Movement		
	Characterization		
	Ensemble		

11B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
12A	Voice		
	Movement		
	Characterization		
	Ensemble		

12A	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
13A	Voice		
	Movement		
	Characterization		
	Ensemble		
13B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
14A	Voice		
	Movement		
	Characterization		
	Ensemble		
14B	Voice		
	Movement		
	Characterization		
	Ensemble		

PAIR	SCORE		COMMENTS
15A	Voice		
	Movement		
	Characterization		
	Ensemble		
15B	Voice		
	Movement		
	Characterization		
	Ensemble		

ANALYSIS WORKSHEET

Each student must complete the pre-analysis before you give your performance.
 Complete the post-analysis after viewing the videotape of your performance.

PRE-ANALYSIS	POST-ANALYSIS
What do we want the scene to be about?	What worked, what didn't work, and what would you change?
Who is your character? What does your character want from the scene?	What worked, what didn't work, and what would you change?
What kinds of gesture, body movement and facial expression are you using to develop your character?	What worked, what didn't work, and what would you change?

How are you using your voice to develop your character?

What worked, what didn't work and what would you change?

CRITERIA FOR SCORING

	VOICE	MOVEMENT	CHARACTERIZATION	ENSEMBLE
4	<ul style="list-style-type: none"> ▫ Students communicate expressively, enunciating and using variety of rate, pitch and volume to effectively illuminate character. ▫ Students demonstrate an exceptional level of vocal ability. 	<ul style="list-style-type: none"> ▫ Students move expressively, using variety of gesture, body movement and facial expression to effectively illuminate character. ▫ Students demonstrate an exceptional level of movement ability. 	<ul style="list-style-type: none"> ▫ Students communicate expressively, illuminating the life and world of the characters. ▫ Students demonstrate an exceptional level of believability. 	<ul style="list-style-type: none"> ▫ Students collaborate seamlessly to effectively illuminate the world of the scene. ▫ Students demonstrate an exceptional level of performance ability.
3	<ul style="list-style-type: none"> ▫ Students enunciate clearly, using rate, pitch and volume to express character. ▫ Students demonstrate an appropriate level of vocal ability. 	<ul style="list-style-type: none"> ▫ Students move cleanly, using gesture, body movement and facial expression to express character. ▫ Students demonstrate an appropriate level of movement ability. 	<ul style="list-style-type: none"> ▫ Students communicate clearly, expressing the life and world of the characters. ▫ Students demonstrate an appropriate level of believability. 	<ul style="list-style-type: none"> ▫ Students collaborate effectively to express the world of the scene. ▫ Students demonstrate an appropriate level of performance ability.
2	<ul style="list-style-type: none"> ▫ Students attempt to enunciate and use vocal variety. ▫ Students demonstrate an inconsistent level of vocal ability. 	<ul style="list-style-type: none"> ▫ Students attempt to use gesture, body movement and facial expression. ▫ Students demonstrate an inconsistent level of movement ability. 	<ul style="list-style-type: none"> ▫ Students attempt to express the life and world of the characters. ▫ Students demonstrate an inconsistent level of believability. 	<ul style="list-style-type: none"> ▫ Students attempt to collaborate to express the world of the scene. ▫ Students demonstrate an inconsistent level of performance ability.

<p>1</p>	<ul style="list-style-type: none"> ▫ Students use limited or inappropriate enunciation and vocal variety. ▫ Students demonstrate a minimal level of vocal ability. 	<ul style="list-style-type: none"> ▫ Students use limited or inappropriate movement. ▫ Students demonstrate a minimal level of movement ability. 	<ul style="list-style-type: none"> ▫ Students use limited or inappropriate acting technique. ▫ Students demonstrate a minimal level of believability. 	<ul style="list-style-type: none"> ▫ Students use limited or inappropriate collaboration. ▫ Students demonstrate a minimal level of performance ability.
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