

National Coalition for Core Arts Standards Model Cornerstone Assessment Theatre - High School Proficient I

Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Greek Drama- Tragic Hero

Assessment Task Description: Students will study the traditional elements of Greek Drama. They will analyze the qualities of the heroes in the plays. Students will create a hero character and write a monologue for that character. Students will perform their monologue and reflect on their writing and performance.

Grade: High School Proficient, Grades 9-12

In this MCA you will find:

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessment rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart

Estimate Time for Teaching and Assessment:

Approximately _____ hours To be determined by the individual teacher

Strategies for Embedding Assessment within Instruction (sequences of tasks)

1. Prior Learning:

Prior to beginning this project, students will have a basic understanding of the history of Greek drama. As a class, we would have read and discussed an abridged version of Oedipus Rex and analyzed Oedipus as a tragic hero. Students would have also learned about Aristotle's poetics and the typical characteristics of a Greek Hero and tragedy.

2. Creating a Character:

Students will conduct some independent research to explore other Greek Heroes. They will select a hero from a Greek Tragedy (I usually suggest Oedipus, Medea, or Antigone) and conduct some research on that character using the plays or reliable sources on the internet. They will use this information to complete the first column on their Character Biography worksheet.

Once they have completed the first column, they will create their own character. This character must have the characteristics of a Greek hero. Eventually, students will write a monologue for this character, so they should keep that in mind as they fill in this information.

Materials:

<https://www.actorama.com/ms/356/Sophocles/Antigone>

Character Biography Worksheet

3. Writing the Monologue

Using the character they created in the previous step, students will write a monologue from a pivotal moment of their character's life (Students are not writing an entire play for their hero, but it would be helpful to plan out what their life's journey will be).

It might be helpful to show students examples of monologues, both written and performed, from Greek Tragedies to give them some guidance for this task.

The final written monologue should be about 1-2 minutes when performed and it should show an arc/journey for the character.

Materials:

<https://www.actorama.com/ms/356/Sophocles/Antigone>

Rubric

4. Performing the Monologue:

After spending time rehearsing the monologue, students will be ready for their first performance. Students will perform dress rehearsal, either live or via recording, and performances should be about 1-2 minutes. Peers will give constructive criticism on the performance and give suggestions for the final performance.

After giving students a chance to rehearse after their dress rehearsals, it will be time for the final performance. Students will be graded according to the rubric.

Materials:

Rubric

5. Reflecting:

Once students have performed, they will have the opportunity to reflect on their performances and the entirety of the Greek Hero project. In a recorded reflection, students will reflect on their character creation, monologue, and presentation. They will answer the following questions:

What elements of the character you created were best reflected in the monologue you wrote/performed?

What were the strengths of your piece?

If you were to do this project again, what would change?

Materials:

Reflection

Rubric

Required Prior Knowledge, Skills and Vocabulary

Prior to the implementation of this project, students will have studied background information and a brief history of Greek Theatre. They will have studied the basics of Aristotle's *Poetics* and typical elements of a Greek drama and characteristics of heroes.

Students should also be familiar with monologue/script writing.

Key Vocabulary

Monologue

Tragedy
Protagonist
Acting Techniques
Projection
Tactics
Goals
Objectives

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

Resource:

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Resource:

Resources and materials needed

- Internet access
- Greek Dramas
- Greek Hero Character Biography Worksheet
- Monologue Writing Assignment
- Reflection Guide

Assessment Tools (rubrics or other measures used to score evidence of student's progress toward meeting the standards documented within the instructional tasks)

(In Google Folder)

- Greek Hero Character Biography Worksheet
- Monologue Writing Assignment

- Reflection Guide

Assessment Focus

(complete one row for each performance standard aligned to this MCA)

Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Grade Level Performance Standard	Type of Assessment Tool (e.g. checklist, teacher observation, rubric)
Creating Creating a Character	Theatre artists rely on intuition, curiosity, and critical inquiry	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work	TH:Cr1.1.I. a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.	Rubric
Creating Writing the monologue	Theatre artists work to discover different ways of communicating meaning	How, when, and why do theatre artists' choices change?	Organize and develop artistic ideas and work.	TH:Cr2-I a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in	Rubric

				a drama/theatre work.	
Performing Performing the monologue	<p>Theatre Artists make strong choices to effectively convey meaning.</p> <p>Theatre artists develop personal processes and skills for a performance or design</p>	<p>Why are strong choices essential to interpreting drama or a theatre piece?</p> <p>What can I do to fully prepare a performance or technical design?</p>	<p>Select, analyze, and interpret artistic work for presentation</p> <p>Develop and refine artistic techniques and work for presentation.</p>	<p>TH: Pr4.1.II. Discover how unique choices shape believable and sustainable dram/theatre work.</p> <p>TH:Pr5.1.I a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance</p> <p>TH:Pr5.1.II. a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.</p>	Rubric
Responding Reflection	Theatre artists reflect to understand the impact of drama processes and theatre experiences.	How do theatre artists comprehend the essence of drama processes and theatre experiences?	Perceive and analyze artistic work	<p>TH:Re7.1.3 a. Understand why artistic choices are made in a drama/theatre work.</p>	Rubric

<p>Connecting Researching (and historical referencing for creation of character and monologue)</p>	<p>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</p>	<p>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p> <p>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</p>	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p>TH:Cn11.1.I a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</p> <p>TH:Cn11.2.I. b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</p>	<p>Rubric</p>
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Benchmarked Student Work: Click on the links below to view benchmarked student work assessed using the summative rubrics contained in this MCA

<p>ABOVE STANDARD STUDENT WORK</p>	<p>AT STANDARD STUDENT WORK</p>
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