National Coalition for Core Arts Standards

Acting/Dramaturgy Model Cornerstone Assessment: High School Accomplished

Discipline: Acting/Dramaturgy
Artistic Processes: Creating, Performing, Responding, Connecting
Title: Bringing *Twelfth Night* to Life
Description: Using scenes from Shakespeare's *Twelfth Night*, students will analyze the text and learn how to use the language of Shakespeare in performance. Through written work and rehearsal, they will learn how to identify verse versus prose, formal and informal language, the rules of scansion, operative words, and how to translate all textual information into actable choices. Students be divided into groups and prepare 3-5 minute performances of selected scenes.

Grade: High School Accomplished

In this MCA you will find:

☒**Strategies for Embedding in Instruction**	☒**Detailed Assessment Procedures**	☒**Knowledge, Skills and Vocabulary**	☒**Differentiation Strategies** **or Strategies for Inclusion**
☒**Suggested Scoring Devices** ☒**Task Specific Rubrics**	☒**Resources needed for task implementation**	☒**Assessment Focus Chart**	☐ **Benchmarked Student Work**

Estimate Time for Teaching and Assessment: To be determined by the individual teacher

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Envision how to communicate meaning to an audience using the language of the play.
(Creating/Envision)
Develop a character through text and language analysis. (Responding/Develop)
Conceptualize a design for the scene to support character choices.
(Conceptualize/Create)
Reflect and refine choices. (Respond/Reflect)
Empathize with the audience to interpret the overall theme of the play as they will experience it.
Prepare and Perform a scene presentation for an audience to view. (Perform/Prepare)

Detailed Assessment Procedures *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

Teachers should provide students with a scene selection from *Twelfth Night*. (We recommend a text only, 16 pt. double spaced version of the selections. (go to *http://anatomyofachoice.com*)

Teachers should provide each participating student with access to the play. (We recommend the Folger edition
for students.)

Teacher should video-record the final performance.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*
Introduction:
Prerequisite: basic scene study

Prior to using this Model Cornerstone Assessment (MCA), all students should have received scaffolded instruction in scene study. The students should know how to analyze a text, translate that analysis into actable choices, and understand the elements of performance.

Assessment Administration Expectations:
- Knowledge and skills assessed in this MCA should be taught in classroom instruction.
- When administering this MCA, supervision and safety should be paramount with adherence to all school, district, and state policies and procedures.
- Accommodations based on IEP or 504 plans should be strictly adhered to.
- Diversity, cultural, and religious mores may require modifications to this MCA.
- Student must be given an MCA task sheet, glossary, presentation checklist, and rubric prior to participating in the assessment.
- Students may write on, mark up, and/or highlight the task sheet, glossary, presentation checklist and rubric sheets.
- Teachers should review the glossary, presentation checklist, and scoring rubrics as well as the task with the students.
- Teachers should answer any clarifying questions students may have about the MCA.
- All MCAs should be recorded for scoring, professional development, and documentation purposes.
- Students are to be scored individually using the rubric as a scoring guide.
- Students should be allowed the time they need to complete the assessment as long as they are engaged in the process.

Strategies for Inclusion *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)*	**Differentiation Strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*
	16 pt. double spaced copies of materials found at: *http://anatomyofachoice.com*

Student Task Prompt:
Read, close read, scan and analyze a teacher-selected scene from *Twelfth Night*. Based on the information that you analyze from the text create:
- a character and relationships between characters.
- a physical environment for the characters
- a final performance of the scene

Consider all the acting elements (objective, obstacle, tactics, pivotal points, character and historical information [given circumstances]) and language elements (scansion, operative words, word choice, formal and informal, prose and verse) in order to translate the text from the page to the stage.
You will be assessed in four key areas:
1. Investigation of the text.
2. Active use of language into the scene.
3. Creation of a relationship between characters utilizing language, physical environment, and acting elements.
4. Demonstration of your ability to translate all information into performance.

Key Vocabulary

Iambic pentameter	Scansion	Prose	Verse
Blank verse	Shared lines	Trochee	Operative word
Dramaturgy	Anapest	Soft endings	Dactyl
Metric feet	Literary device		

Knowledge and Skills [other than Key Vocabulary]
Student will:
- Communicate/tell a Shakespearean story to an audience.
- Interpret and perform a scene from Shakespeare.
- Analyze a dramatic relationship and define the central conflict in a Shakespearean scene.
- Research and utilize historical information and apply it to both the scene and their own lives.
- Transform, transition, and convert the language from text to performance.
- Transform themselves into a character and convert Shakespeare's language into actable choices.
- Explore and research a text.
- Research and design the physical reality of the scene.
- Use improvisation as a tool to create the world of a play.

Resources: *[for task implementation]*
Thee, Thou, Thine
Thee, Thou, Thine worksheet
First scansion assignment (monologue) (with Scansion answer
guide)
Non-annotated scenes in 16 point font, double spaced
Second scansion assignment (scene) (with Scansion answer guide)

Recommended Resources:
The Folger Shakespeare Library edition of *Twelfth Night, Or What You Will* is the
recommended text: https://www.folger.edu/twelfth-night
Other helpful websites
http://internetshakespeare.uvic.ca/Library/SLT/index
.html https://www.folger.edu/shakespeares-life
http://www.shakespeare.org.uk/explore-

Bringing Shakespeare to Life Summative Assessment Rubric				
	Above Standard	**At Standard**	**Approaching Standard**	**Below Standard**
Character Development	• Makes a compelling connection with their scene partner. • Always pursues an objective, using strong actions and command of the language to achieve that objective. • Depth and range of emotion are expansive. • Life and world of character are completely illuminated through actor's choices. • Uses language choices vividly to define and develop the character.	• Makes a connection with their scene partner. • Pursues an objective using actions and language to achieve that objective. • Depth and range of emotion are interesting. • Life and world of character are presented through actor's choices. • Language choices contribute to the development of the character.	• Character's motivation is vaguely defined. • Depth and range of emotion is limited. • Life and world of character are minimally suggested by actor's choices. • Sometimes uses language choices to define and effect their relationship with the other character.	• Character's motivation is completely absent. • Depth and range of emotion is completely absent. • Life and world of character are unclearly presented. • Language choices are unclear and do not define their relationship with the other character.
Vocal Choices	• Vocalization is clear and expressive. • Varies, pitch, rate, volume, and tone in a natural way appropriate to their character.	• Vocalization is clear and understandable. • Varies voice pitch and tone and reflects some level of expressiveness appropriate to their character.	• Vocalization is inconsistently clear or understandable. • Sometimes varies voice pitch and tone appropriate to their character.	• Vocalization is rarely clear or understandable. • Vocal choices are improper and minimally appropriate to their character.
Movement Choices	• Employs rigorous and deliberate physical actions to explore the character through body movement and facial expressions.	• Employs specific physical actions to explore the character through body movement and facial expressions.	• Employs somewhat appropriate physical actions to explore the character.	• Employs little or no physical actions to explore the character.

Assessment Focus

Artistic Process or Process Components	Enduring Understanding	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Creating					
Envision/Conceptualize	Theatre artists rely on intuition, curiosity and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and works.	Understand the world of Shakespeare: class distinction and relationship. Reflect on personal experiences and knowledge to develop and refine a drama/theatre work.	TH.Cr1.1.II. a Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. TH.Cr1.1.II. c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Rehearse	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their original ideas?	Theatre artists refine their work and practice their craft through rehearsal.		TH:Cr3.II.a. Use research and script analysis to revise physical, vocal and physiological choices impacting the believability and relevance of a drama/theatre work.
Performing					
Select	Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?	Select, analyze, and interpret artist work for presentation.	Understand the language of Shakespeare: verse, prose, scansion, operative word, character defining language. Identify and apply text analysis to acting choices. Identify and utilize the blocking to support the text and define relationships.	TH:Pr4.1.I a. Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work. TH:Pr4.1.II.a. Discover how unique choices shape believable and sustainable drama/ theatre work.
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation**.**	Select vocal and movement choices to shape a believable character based on the language of Shakespeare.	TH:Pr5.1.III.a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

Share & Present	Theatre artists share and present stories, ideas and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?	Convey meaning through the presentation of artistic work.	Utilize textual information to create a scene from Twelfth Night. Utilize historical information to create a scene from Twelfth Night. Understand how physical space informs the performance.	TH:Pr6.1.II.a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Responding					
Reflect	Theater artists reflect to understand the impact of drama processes and theater experiences.	How do theater artists comprehend the essence of drama processes and theater experiences?	Perceive and analyze artistic work.	Comprehend the text of Shakespeare: close reading, word definition, historical context.	TH:Re7.1.II.a. Use historical and cultural context to structure and justify personal responses to a drama/theater work.
Interpret	Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret intend and meaning in artistic work.	Develop and refine vocal and movement choices utilizing knowledge of the language of Shakespeare: verse, prose, scansion, operative word, character defining language.	TH:Re8.1.II.a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work. TH:Re8.1.III.a. Use detailed supporting Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
Evaluate	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	Justify and explain choices utilizing knowledge of the language of Shakespeare: verse, prose, scansion, operative word, character defining language.	TH:Re9.1.II.a Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

Connecting					
Research	Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.	In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?	Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.	Research the world of Shakespeare: language and conventions, class distinction and relationship.	TH:Cn11.2.I.a. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

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