

**National Coalition for Core Arts Standards
Model Cornerstone Assessment
Theatre/Visual Arts/Media Arts/Music/Dance- (10th Grade)**

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

Discipline: English

Artistic Processes: Creating, Connecting, Performing, Connecting.

Title: A Midsummer Night's Dream Performance

Assessment Task Description:

As a class, students will decide what the most important scene is in *A Midsummer Night's Dream*, revising it into a 2-3 minute scene written in their own words. Afterwards, each student will choose a position they want to take in order to create a theatrical production of the scene. Jobs include: actor, director, set design, prop design, light/sound design, costumes, hair and makeup design, poster and playbill design. They will then work cooperatively in order to bring the scene to production.

Grade: 10

In this MCA you will find:

Resources needed for task implementation.

Formative and summative rubrics specific to the assessment task

[Unit overview](#)

Unit timeline with corresponding standards, vocabulary and job descriptions

Estimate Time for Teaching and Assessment:

Estimated time is based on a 43-minute class period.

Total Hours: approximately 30 hours

Individual task times may vary depending on the dynamics of the group.

Strategies for Embedding Assessment within Instruction (sequences of tasks)

Part I

Task - Pre-Reading Activity (4days) (3 hours)

- * Background to the theatre PowerPoint
- * [Globe Theatre Vocabulary Worksheet](#)
- * Shakespearean History Mini-Lesson

Standards connected to the task: CONNECTING: TH:Cn10.1.1.a, TH:Cn11.1.1.a

What are the criteria for meeting standard?

How will you evaluate student work/learning for this task?

Students will work in small groups to research a chosen topic related to historical, socio-economic and cultural aspects of the time period and of theatre in particular.

Part II

Task - Staged Reading (with costumes and props)(4 weeks) (14 hours)

- * [Plot Map](#)
- * [Character Map](#)

Standards connected to the task: PERFORMING: TH:Pr6.1.4.a, RESPONDING: TH:Re8.1.4.b-c

What are the criteria for meeting standard?

How will you evaluate student work/learning for this task?

Part III

Task - Team script-writing (4 days) (3 hours)

- *Class works on deciding what the most important scene is in the entire play
- *Students then break into small groups and work on rewriting the chosen scene in entire play
- * Scenes are to be 2-3 minutes in length
- *Each group then reads their scene to the class and the class decides which script they will use for their production

Standards connected to the task: CREATING: TH:Cr2.1.II.b, TH:Cr3.1.4.a

What are the criteria for meeting standard?

How will you evaluate student work/learning for this task?

Part IV

Task - Rehearsal and Performance (2 weeks) (7 hours)

- *Production team jobs and rubrics are introduced and explained
- *Students will choose and then break into production jobs and teams
- *Students, with teacher supervision, will work through the rehearsal process
- *Students will perform their finished production for an invited audience of other 10th grade English classes

Standards connected to the task: CONNECTING: TH:Cn11.2.I.b, CREATING: TH:Cr1.1.II.a-c, TH:Cr3.1.II.a-c, PERFORMING: TH:Pr4.1.II.a-b, TH: Pr5.1.II.a-b

What are the criteria for meeting standard?

Refer to the task-specific rubrics and to the job descriptions below.

How will you evaluate student work/learning for this task?

Each job has a specific worksheet that they will be responsible for completing. At the end of every worksheet is a task-specific rubric.

Part V

Task - Reflection (6 journal entries at 20 minutes each) (1 class period) (3 hours)

- *Students will complete 6 journal entries based on prompts
- *Prompts are given at the end of each of the above sections. Rehearsal and performance are each an individual category.
- *The rubric for the journal entries is on the general rubric for each production job
- *The final part of this project is a full-class debriefing for one class period.

Standards connected to the task: RESPONDING: TH:Re7.1.4.a, TH:Re7.1.II.a, TH: Re8.1.4.a-c

What are the criteria for meeting standard?

There is a reflection section to each rubric.

How will you evaluate student work/learning for this task?

Individual students will be evaluated through the reflection rubric.

Required Prior Knowledge, Skills and Vocabulary

Key Vocabulary With Definitions

- Words and definitions are from the Theatre Glossary by School Theatre
- 1) Actor - A performer in a play who strives to portray a deep understanding of a character through the use of body,, voice, imagination and emotion.
 - 2) Adaptation - Taking an already existing idea, text, or work and modifying it to meet the needs of the theatre piece.
 - 3) Aesthetic - A guiding principle of creating artwork concerned with visual and emotional experience rather than construction of the work itself.
 - 4) Artistic Choices - Aesthetic decisions made by a theatre artist about a situation, action, direction and design in order to convey meaning and purpose.
 - 5) Backstory - Underlying actions and events that have happened to the characters before the play begins.
 - 6) Blocking - The precise movement and positioning of actors on a stage in order to facilitate the performance.

- 7) Business/Stage Business - Small movements created by an actor that indicate lifelike behaviors of a character.
- 8) Character Analysis - The study, investigation and research used to examine a character in a theatrical work. It is both physical and emotional.
- 9) Character Traits - Observable embodied actions that illustrate a character's personality, values, beliefs and history.
- 10) Costumes - Clothing accessories, or materials worn by an actor that can express personality or status of the character, the time period and the style of the play.
- 11) Design - The creative process of envisioning, developing and executing aesthetic or functional choices about the visual world of the play.
- 12) Design Elements - The elements of spectacle such as sets, sound, costume, light, props and makeup used to create a unified and meaningful design.
- 13) Director - The individual responsible for developing and carrying out the artistic vision and interpretation of a production.
- 14) Directing - The act of making artistic choices and conveying these ideas to the performers.
- 15) Flexibility - The awareness of and consideration for other people and objects in the theatrical space and the ability to adapt to meet new needs.
- 16) Guided Drama Experience - A leader (teacher) guides participants during the drama through side-coaching, narration and prompting.
- 17) Historical Context - The influence of the time period on the characters, plot and setting in a play or scene.
- 18) Motivation - Reasons why a character behaves or reacts in a particular way in a play or scene.
- 19) Non-Representational Materials - Objects that can be transformed into specific props through the use of imagination.
- 20) Objective - A goal or particular need that a character has within a play or scene.
- 21) Physical Characterization - The process of communicating a character's emotions, ideas and temperament through expression, gesture and movement.
- 22) Production Elements - Technical elements selected for use in a production. These may include set, sound, lighting, costumes, props, makeup, puppets, etc.
- 23) Props (Properties) - Objects used in a theatrical production that express information about the story, theme, character and time period.
- 24) Script Analysis - The study of a script to understand the underlying structure, themes and motives and objectives of the characters.
- 25) Scenery - The background constructed to identify location.
- 26) Stage Picture - The physical look of the stage used in designing and directing.
- 27) Staging/Blocking - Patterns of movement in a play or scene including stage crosses, entrances and exits that help convey the meaning.
- 28) Tableau - A group of mute, motionless actors that create an artistic picture of an event or moment in a play or scene.
- 29) Technical Design - Unifying visual aspects including design and creation of sets, lighting, sound, props, costumes and makeup.
- 30) Text Analysis - The study, investigation and research used to examine a theatrical text by an actor, director, designer.
- 31) Vocal Characterization - The use of techniques such as rate, pitch, volume, intensity, clarity and accent to create the unique voice of the character.

Job Descriptions

ACTOR

- *Memorizing lines
- *Taking direction from the director
- *Interpreting the character based on his/her background and relationship to other characters
- *Using voice, movement, gesture and emotions to convey the interpretation of the characters
- *Remaining focused and emotionally connected with other characters, sets, costumes and props

DIRECTOR

- *Decides, along with the technical team, on the theme of the scene
- *Decides, along with the technical team, on the mood, historical aspects, setting and socio-economic aspects of the scene

- *Works collaboratively with all technical departments to make sure that the artistic vision of the production is established, applied and sustained
- *Works with actors to establish the situational and emotional aspects of the scene
- *Blocks the scene
- *Oversees and runs rehearsals
- *Will work collaboratively with departments, but will make any final decisions concerning artistic interpretations and visions

SET DESIGN

- *Makes decisions about how the acting space will be used in terms of set pieces
- *Decides how the actors will interact with the set
- *Works with the director to decide on the mood, historical aspects, setting and socio-economic aspects of the scene
- *Produce full-color drawings of all aspects of the set
- *Construct the set using available materials

PROP DESIGN

- *Decides how the actors will interact with the props
- *Works with the director to decide on the mood, historical aspects, setting and socio-economic aspects of the scene
- *Produce full-color drawings of each prop that will be used in the scene
- *Construct the props using available materials
- *Oversee the storage and use of the props during the performance

LIGHTING / SOUND DESIGN

- *Decide how the set and actors will be lit
- *Works with the director to decide on the mood, historical aspects, setting and socio-economic aspects of the scene
- *Produces full-color drawings of the scene showing each lighting element
- *Set up and direct all of the lighting fixtures
- *Run the lights and sound during the performance

COSTUME / HAIR AND MAKEUP DESIGN

- *Decide how the actors will be dressed
- *Works with the director to decide on the mood, historical aspects, setting and socio-economic aspects of the scene
- *Produce full-color drawings of each costume
- *Make sure that all actors are in costume for the performance
- *Oversee all costumes during the performance

POSTER / PLAYBILL DESIGN

- *Works with the director to decide on the mood, historical aspects, setting and socio-economic aspects of the scene
- *Produce full-color drawings of the poster and the Playbill
- *Oversee and produce the Playbill that will be given to the audience the day of the performance
- *Print posters
- *Print and assemble the Playbill

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 [for task implementation]

1) Background to the theatre PowerPoint

2) Globe Theatre vocabulary worksheet

[Globe Theatre Vocabulary Worksheet](#)

3) Shakespearean history mini-research lesson

4) Plot map

[Plot Map](#)

5) Character map

[Character Map](#)

6) A Midsummer Night's Dream script

[Folger's Library Script](#)

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

1) Essay quizzes for Acts 1-5

[Quiz #1](#)

[Quiz #2](#)

[Quiz #3](#)

2) Response Journal prompts

[Journal Prompt #1](#)

3) Worksheets and Rubrics for each job position

[Actor](#)

[Director](#)

[Set Design](#)

[Costume, Hair & Makeup Design](#)

[Prop Design](#)

[Lighting / Sound Design](#)

[Poster / Playbill Design](#)

Assessment Focus

Artistic Process (and process components)	Enduring Understanding	Essential Question	Anchor Standard	Key Traits	Performance Standards (Proficient)
CONNECTING					
Emphasize	Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?	Synthesize and relate knowledge and personal experiences to make art.	Apply the concepts from a historical time period and the current time period into the creation of a drama.	TH:Cn10.1.1.a Investigate how cultural perspectives, community ideas and personal beliefs impact a drama.
Interrelate	Theatre artists understand and can communicate their creative process as they challenge the way the world may be understood.	What happens when theatre artists allow an understanding of themselves, theatre and the world to inform perceptions about the purpose of their work?	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Incorporate societal, cultural, socio-economic, political, gender and religious aspects from the time period into a drama.	TH:Cn11.1.1.a Explore how cultural, global and historic belief systems affect creative choices in a drama
Research	Theatre artists critically inquire into the ways others have thought about and created drama processes and productions as a way to inform their own work.	In what ways can research into theatre histories, theories, literature and performances alter the way a drama process or production is understood?	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Explore historical, socio-economic, political, gender and religious aspects inherent in the time period and the text.	TH:Cn11.2.1.b Use basic theatre research methods to better understand the social and cultural background of a drama.
PERFORMING					
Select	Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama?	Select, analyze and interpret artistic work for presentation.	Synthesize a variety of information from multiple sources in order to create a realistic drama. Differentiate between essential	TH:Pr4.1.II.a Discover how unique choices shape believable and sustainable drama. TH:Pr4.1.II.b Identify essential text information, research from various sources and the director's concept that

				and nonessential material in a text.	influence character choices in a drama.
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.	Use physical and emotional techniques to enhance character development. Apply the concepts established by the technical team to the design elements of the drama.	TH:Pr5.1.II.a Refine a range of acting skills to build a believable and sustainable drama. TH:Pr5.1.II.b Apply technical elements and research to create a design that communicates the concept of a drama.
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.	Perform a theatrical piece in order to convey an artistic vi	TH:Pr6.1.4.a Share small-group drama work with peers as audience.
RESPONDING					
Reflect	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.	Critique the various aspects of the production for professionalism, artistic interpretation and performance quality.	TH:Re7.1.4.a Identify artistic choices made in a drama through participation and observation. TH:Re7.1.II.a Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama.
Interpret	Theatre artists' interpretations of drama are influenced by personal experiences and aesthetics.	How can the same work of art communicate different messages to different people?	Interpret intent and meaning in artistic work.	Use individual interpretations and understandings of the world to influence artistic choices.	TH:Re8.1.4.a Compare and contrast multiple personal experiences when participating in or observing a drama. TH:Re8.1.4.b Compare and contrast the qualities of characters in a drama through physical characteristics and prop or costume design choices that reflect cultural perspectives.

					TH:Re8.1.4.c Identify and discuss physiological changes connected to emotions in drama.
CREATING					
Envision / Conceptualize	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.	Use individual skills and perceptions to help create an artistic vision.	TH:Cr1.1.II.a Investigate historical and cultural conventions and their impact on the visual composition of a drama. TH:Cr1.1.II.b Understand and apply technology to design solutions for a drama. TH:Cr1.1.II.c Use personal experiences and knowledge to develop a character that is believable and authentic in a drama.
Develop	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.	Work collaboratively with other artists to formulate and create a theatrical piece.	TH:Cr2.1.II.b Cooperate as a creative team to make interpretive choices for a drama.
Rehearse	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	Work collaboratively with other artists to review and refine a theatrical piece.	TH:Cr3.1.4.a Revise and improve an improvised or scripted drama work through repetition and collaborative review. TH:Cr3.1.II.a Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama. TH:Cr3.1.II.b Use research and script analysis to revise physical, vocal and physiological choices impacting the believability and relevance of a drama. TH:Cr.3.1.II.c Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama.

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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

ABOVE STANDARD STUDENT WORK	AT STANDARD STUDENT WORK
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