National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment:
High School (9-12) - Proficient

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Creating a devised play

Description:

Students will reflect on their individual roles in the creation of a devised scene inspired by their choice of a contemporary photograph that is reflective of their community. In the final culminating event, each group will perform a staged reading for an invited audience in which students apply their roles to a live performance, inviting audience feedback in the form of a talkback after the show. Devised scripts will be assessed for their theme and image synthesis, playwriting elements, scene structure, and characterizations. Students' individual performances will be scored for quality of voice, vocal expression, physicality, and physical expression.

Grade: 9-12, Level: Proficient

In this MCA you will find:

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

Estimated Time for Teaching and Assessment:

☒Approximately 25 hours ☒Hours are flexible with your course schedule and/or after-school programs

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

A. **Explore:** Contribute ideas and accept peer ideas by exploring themes found in the art using a variety of ensemble activities (Responding/Reflect)
B. **Frame:** Discuss as a group theatrical conventions that might be applied in a theatre performance (for example: Mime, Montage, Tableau, Flashback, Narration, Direct Address, etc) to communicate the chosen theme (Connecting/Interrelate)
C. **Sequence:** Draft a basic plot diagram and include fundamental playwriting elements, for example: Dialogue, Stage Directions, etc. (Create/Develop)
D. **Rehearse:** Collaborate as a group to assign individual roles within the rehearsal process and apply prior learning to devised scene rehearsals (Creating/Rehearsal)
E. **Performance:** Present a staged reading to entertain and elicit audience feedback to inform final reflection and proposed revisions (Performing/Share-Present)

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.]

1. **Formative Assessment #1:** Individual Written Reflection on Devising and Prewriting Process
2. **Formative Assessment #2:** Written Reflection of Individual Performance of Staged Reading
3. **Summative Assessment #1:** Teacher Evaluates Student Ensemble Recorded Performances Individually
4. **(Optional) Summative Assessment #2:** Students perform a second staged reading performance of plays after self-assessment of first performance.

Knowledge, Skills and Vocabulary

Knowledge and Skills

Students will:

- *infer theme from a still image.*
- *incorporate elements from the still image into the devising and prewriting process.*
- *collaborate as an ensemble to incite original ideas.*
- *draft an original scene.*
- *perform a staged reading.*
- *elicit audience feedback.*
- *reflect on individual contribution to the devising and playwriting process*
- *reflect on strengths and areas of growth in movement, voice, and interpretation*

Key Vocabulary

Devised Theatre	Exposition	Tableau	Dialogue	Monologue
Ensemble	Setting	Play Structure	Character Development	Plot
Voice	Element of Surprise	Inciting Incident	Conflict	Climax
Resolution	Rising Action	Falling Action	Objectives	Tactics
Obstacles	Stage Directions	Theme	Given Circumstances	Playwright
Antagonist	Protagonist	Interpretation	Movement	Dramaturg

*Not an exhaustive list. Feel free to add key vocabulary as needed. Connect to Glossary in NCAS for theatre.

Academic Vocabulary

Genre	Reflect	Draft	Devise	Analyze
Interpret	Collaborate	Infer	Imply	Elicit

Teachers will share EUs and EQs with students before and during instruction and revisit these questions at the end of lessons in order to check for understanding, and scaffold instruction.

Strategies for Inclusion for Instruction *(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.)*

- Post agenda and student objectives in student-friendly language on the board
- Vary modes of instruction to include different learning styles, like visual learners, kinesthetic learners, aural learners, etc.
- Establish safe environment by creating community agreements designed by students

Inclusion Strategies for Assessment
- Provide reasonable testing accommodations for students with special needs
- Offer modified performance options for students with special needs, for example: reading from a script, partial memorization, role-sharing, etc.
- Provide question prompts for self-assessment essays

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

- ❑ Provide sentence frames for all student writing, both drafting and assessment writing
- ❑ Provide comprehensible input through visuals and connections to culture and community
- ❑ Provide multiple opportunities for students to communicate with each other, in and around the content

Differentiation Strategies for Assessment

- variety of assessment types: performance, written, oral, multiple intelligences, formative, rubric-based, etc.
- Write prompts in language and syntax that is accessible to all students
- Preview rubrics and scaffold academic language terms before assessing students

Resources

The New York Times

[Moment Work: Tectonic Theater Project's Process of Devising Theater](#)
Kaufman, Moises
[Theatre for Community Conflict and Dialogue: The Hope Is Vital Training Manual](#)
Rohd, Michael

[Your Handy Companion to Devising and Physical Theatre. 2nd Edition.](#) Orti,
Pilar
A Practical Guide to Ensemble Devising
Robinson, Davis
Writing in Collaborative Theatre-Making
by Sarah Sigal

Suggested Scoring Devices *[rubrics, checklists, rating scales, etc. based on the Traits]*

--Teacher Created Pre, During, Post Assessment of Devised Theatre, and Playwriting

--Formative Student Written Reflection Assessment Rubric

--Summative Student Performance Self- Assessment Rubric

Task Specific Rubrics

--Script Rubric

--Summative Rehearsed Reading Rubric

Script Rubric

Category	Above Standard	At Standard	Approaching Standard	Below Standard
Theme and Image	Script demonstrates a synthesis of theme and image.	Script demonstrates a unified theme that reflects the image.	Script uses theme to reference aspects of the image.	Script and theme have a tentative connection to the image.
Elements of Playwriting	Script employs elements of playwriting inventively to tell the story.	Script employs elements of playwriting to tell the story.	Script employs elements of playwriting inconsistently to tell the story.	Script employs elements of playwriting inadequately to tell a story.
Scene Structure	Climactic scene structure is used to create a clear and engaging narrative.	Climactic scene structure is used to create a clear narrative.	Climactic scene structure is used to create an inconsistent narrative.	Climactic scene structure and/or narrative are unclear.
Characters	Script includes truthful characters and relationships that tell an engaging story.	Script includes believable characters and relationships that tell a cohesive story.	Script includes characters and relationships that tell a story.	Script includes characters and relationships that populate a story.

Performance Rubric

	Above Standard	At Standard	Near Standard	Below Standard
Voice	• Speaks in an easy, natural conversational manner • Volume is varied, appropriate and supportive of the text and situation • Vocal choices express the text and subtext	• Speaks in a conversational manner • Volume is appropriate to the situation • Vocal choices support the text	• Speaks as if taking turns • Volume is inconsistent or not always supportive of the situation • Vocal choice are inconsistently supportive of the text	• Speaks as if reading aloud • Volume is inadequate to the situation • Vocal choice, if made, are unrelated to the text
Vocal Expression	• Employs vocal expression to illuminate the text • Vocal expression choices clarify or enhance the situation.	• Employs vocal expression to support the text • Vocal expression choices are appropriate to the situation	• Vocal expression relates to the text inconsistently • Vocal expression choices relate to the situation inconsistently.	• Vocal expression choices, if made, are unrelated to the text. • Vocal expression choices, if made, are unrelated to the situation.

Assessment Focus					
Artistic Process or Process Components	**Enduring Understandings**	**Essential Questions**	**Anchor Standards**	**Key Traits**	**Performance Standards (Proficient)**
CONNECTING					
Empathize	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.	Listens and responds to personal stories that are connected to a student's community.	HS Proficient TH: TH:Cn10.1.I.a Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
Empathize	Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.	What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Improvises situational relationships to inspire character development within the devised scene.	HS Proficient TH:Cn11.1.I.a Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
CREATING					
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	Explores during rehearsal different theatrical conventions to be used within a devised scene.	HS Proficient TH:Cr3.1.I.a Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
PERFORMING					
Select	Theatre artists make strong choices to effectively convey meaning.	How, when, and why do theatre artists' choices change?	Select, analyze, and interpret artistic work for presentation.	Reacts spatially and emotionally to partners to communicate relationship.	HS Proficient TH:Pr4.1.I.a Examine how character relationships assist in telling the story of a 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.	Evaluates and documents individual artistic contributions to the creation of the devised scene.	HS Proficient TH:Pr5.1.I.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre 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.	Performs a scripted drama work.	TH:Pr6.1.Ia Perform a scripted drama/theatre work for a specific 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.	Writes questions to be asked by an audience for constructive feedback.	HS Proficient TH:Re7.1.I.a Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
Evaluate	Theatre artists reflect to understand the impact of drama processes and theatre	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	Considers audience feedback into own analysis and understanding of scripted work	HS Proficient TH:Re9.1.Ia Examine a drama/theatre work using supporting evidence and criteria while considering art forms, history, culture, and other disciplines.

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