

CREATE AN ENDING

Performance Standard Dr25A26A26B.C (drama)

Create a new ending for a familiar story accordingly:

- *Knowledge*: Know how to use drama elements to create clear characters whose actions help the audience understand the story.
- *Creative Expression*: Create a new ending for a familiar story that can stand alone as a scene with a beginning, middle and ending.
- *Communication*: Complete a chart indicating the choices made to create the characters for the new ending. Write a paragraph explaining how movement and sound were used to communicate a feeling or their character.

Procedures

1. *In order to understand the sensory elements, organizational principles and expressive qualities of the arts (25A), understand processes, traditional tools and modern technologies used in the arts (26A), and apply skills and knowledge necessary to create and perform in one or more of the arts (26B)*, students should experience sufficient learning opportunities to develop the following:
 - Explain how movement and sound are used in drama/theatre to communicate ideas and characters.
 - Interact with other characters using safe and appropriate movement and dialogue in an improvised and/or practiced drama.
 - Construct a scene with a definite beginning, middle, and end.
2. Tell or review a familiar story with the class.
3. Through class discussion, identify the parts of the story: characters, setting, beginning, middle, end, and problem/solution.
4. Ask each student to create a new ending before doing the group work.
5. Divide students into small groups of 3 - 5. Ask each group to collaborate to create a different conclusion for the story that would solve the problem in a new way. The conclusion must have its own beginning, middle and end. All solutions must be non-violent.
6. Have each group complete a planning page as they go through the process. Provide each student a copy of the individual and group rubrics. Have students evaluate the items listed in the rubric.
7. Have the groups work collaboratively to invent a new ending, plan the action for their ending, and act it out in a safe and appropriate manner.
8. Videotape each group as they share with the class.
9. Provide each student a copy of the "Create an Ending" task sheet and the student rubric for written work. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
10. Have each student complete the chart indicating the choices they made to create their characters and communicate their ideas. Students should use the chart to complete the second part of the assessment. Ask each student to write an explanation of how movement and sound were used to communicate a feeling or their character. Have students review the student rubric to see if they have met all the criteria. Use the "Create an Ending" teacher's rubric to evaluate this work.
11. View the video of each group at least 2 times. Do not attempt to score anything after the first viewing. After each subsequent viewing, score each component of the rubric for all students. Review the students' self-evaluations and group evaluations.
12. Evaluate each student's work using the "Create an Ending" rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: Understanding of how to use drama elements to create clear characters whose actions help the audience understand the story was demonstrated in the communication dimension of the assessment.
 - *Creative Expression*: The new conclusion for the story solved the problems in a new way, included a scene that stood alone with a beginning, middle and end.
 - *Communication*: The explanation of choices was thorough, well-organized and logical. All areas of chart included detailed descriptions.

Examples of Student Work not available

Time Requirements

- Five class periods – Note: Introduce the story and the project in the first session. Familiarize students with the planning page, choice chart and scoring rubrics. Have each student create a new concluding scene for the story using the planning chart. Small groups plan and practice their scenes in the second and third sessions. Share the work and videotape in the fourth session. Complete the Choice Chart and explanatory paragraph in the fifth session.

Resources

- Familiar story of teacher's choice
- Copies of the "Create an Ending" task sheet and group planning page, and individual and group rubrics
- Video camera and tape
- Create an Ending Rubric (teacher's)

NAME _____ DATE _____

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Teacher Rubric

- Exceeds = 11 - 12 total points
- Meets = 9 - 10 total points
- Approaches = 6 - 8 total points
- Begins = 1 - 5 total points

	CREATIVE EXPRESSION	KNOWLEDGE/COMMUNICATION	
	Creating a New Ending	Choice Chart	Explanation of Choices
	The new conclusion for the story solved the problem in a new way, included a scene that stands alone with its own beginning, middle and end.	All areas of the chart were complete and correct and included detailed descriptions.	The explanation of choices was thorough, well-organized and logical.
4	<ul style="list-style-type: none"> • The new ending completely fulfilled the criteria. 	<ul style="list-style-type: none"> • The chart was complete, detailed and correct. 	<ul style="list-style-type: none"> • The explanation of choices was thorough, well-organized and logical.
3	<ul style="list-style-type: none"> • The new ending fulfilled most of the criteria. 	<ul style="list-style-type: none"> • Most of the chart was completed, detailed and correct. 	<ul style="list-style-type: none"> • The explanation of choices was mostly complete, organized and logical.
2	<ul style="list-style-type: none"> • The new ending somewhat fulfilled the criteria. 	<ul style="list-style-type: none"> • Some of the chart was completed and included a few correct details. 	<ul style="list-style-type: none"> • The explanation of choices was somewhat complete, organized and logical.
1	<ul style="list-style-type: none"> • The new ending was attempted but barely met any of the criteria. 	<ul style="list-style-type: none"> • The chart was attempted but only a few of the details were correct. 	<ul style="list-style-type: none"> • The explanation was attempted but provided only marginal information.
0	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect 	<ul style="list-style-type: none"> • Missing and/or incorrect
Score			

NAME _____ DATE _____

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Student Task Sheet

PART 1 – CHOICE CHART

Use this chart to help you plan an explanation of how you used movement and sound to help communicate your ending and character to your audience. Fill out the chart completely, and then write one paragraph explaining the choices you made in communicating something about your character or a feeling to the audience.

Character or feeling you were trying to communicate: _____

Element	Choice I made
Body Shape	
Facial Expression	
Movement	
Voice/Sound	

PART 2 - EXPLANATION

Write one paragraph explaining what you were trying to communicate and the choices you made:

NAME _____ DATE _____

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Student Rubrics – Written Work

- Exceeds = 4 total points
- Meets = 3 total points
- Approaches = 2 total points
- Begins = 1 total point

CHOICE CHART - Were you able to fill out the chart to help you organize your thoughts?	
4	<ul style="list-style-type: none"> • I filled out all the parts of the chart. • I included detailed descriptions for all areas. • I used the drama words in the right way.
3	<ul style="list-style-type: none"> • I filled out 3 of the parts of the chart. • I included descriptions for those three areas. • I used most drama words in the right way.
2	<ul style="list-style-type: none"> • I filled out 2 of the parts of the chart. • I included descriptions for both of these areas. • I used some drama words.
1	<ul style="list-style-type: none"> • I filled out one part of the chart. • I included descriptions for that area. • I used very few drama words.
Score	

- Exceeds = 4 total points
- Meets = 3 total points
- Approaches = 2 total points
- Begins = 1 total point

WRITING CONVENTIONS – Were you able to construct a paragraph to explain your choices?	
4	<ul style="list-style-type: none"> • My paragraph is well organized. • All my ideas fit together. • I have no major errors in spelling, punctuation, or grammar.
3	<ul style="list-style-type: none"> • My paragraph is organized. • Most of my ideas fit together. • I have a few minor errors in spelling, punctuation, or grammar and no more than one major error.
2	<ul style="list-style-type: none"> • My paragraph is loosely organized. • It is hard for my reader to understand some of my major ideas. • I have a lot of minor and several major errors in spelling, punctuation, or grammar.
1	<ul style="list-style-type: none"> • My paragraph is not clear. • It is very hard for my reader to understand what I meant. • I have so many errors in spelling, punctuation, or grammar that my reader can't tell what I was trying to say.
Score	

CREATE AN ENDING - Group Planning Page

Names: _____

CHECK THESE OFF AS YOU COMPLETE EACH STEP:

1. ___ We have our idea.
2. ___ We have our plan for action.
3. ___ We have practiced until we are all comfortable.
4. ___ We have checked our scene with the scoring guide.
5. ___ We made changes to make our scene better.

CHARACTERS:		SETTING:	
BEGINNING:	MIDDLE:	ENDING:	
PROBLEM:		SOLUTION:	