

## DEMONSTRATING ACTING SKILLS

### Performance Standard Dr26B.G (drama)

Perform a character in a scene/play with other actors accordingly:

- *Knowledge*: Understand how concentration, imagination, physical action/reaction, listening, and memorization can make acting a character effective.
- *Process*: Demonstrate concentration, imagination, physical action/reaction, listening, and memorization in acting a character.

### Procedures

1. *In order to 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:
  - Demonstrate concentration, physical action/reaction, imagination, listening, and memorization in acting a character.

Note: Share the expectations of the criteria with the students before and as they work through the rehearsal process. The type of scenes/play being performed should allow for character interactions. Actors' participation in the scene/play should be balanced so that both or all actors have significant performance time during the scene/play. If a play is being performed, more days of rehearsal will be needed but fewer days for assessment. If scenes are being performed, fewer days of rehearsal will be required but more days for assessment will be needed. Use 3 days for in-class rehearsal. Script memorization, costuming, and prop gathering is to be done on their own time (approximately 1 week).

2. Have students review the assessment task and how the rubric will be used to evaluate their performance.
3. For the day of the assessment, arrange for a performance space (e.g., a classroom, small studio, or stage). There should be no distractions in the performance space. Storage area might be needed for simple props, costume and scenic elements. If a play is being performed, more days of rehearsal will be needed but fewer days for assessment. If scenes are being performed, fewer days of rehearsal will be required but more days for assessment will be needed.
4. Provide students time to set up the playing space. Audience should be seated on one side of the performers.
5. Place video camera 15 – 20 feet from students.
6. Teacher chooses partners. Partners select scene and characters.
7. Student performs a character within an ensemble, play or duet.
8. Evaluate each student's performance using the "Demonstrating Acting Rubric" as follows:
  - *Knowledge*: Understanding of how concentration, imagination, physical action/reaction, listening, and memorization can make acting a character effective was demonstrated in the performance/process.
  - *Process*: Concentration, imagination, physical action/reaction, listening, and memorization skills were demonstrated completely and competently.

Note: Technical elements are not to be weighed in the assessment.

### Examples of Student Work not available

### Time Requirements

- Three days for in-class rehearsal
- Three to four days for assessment

### Resources

- A play script or collection of scenes
- A rehearsal and performance space
- Place to store props and scenic elements
- Performance space
- Video tape recorder and tape
- Demonstrating Acting Skills Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**DEMONSTRATING ACTING SKILLS**

- Exceeds = 22 - 24 total points
- Approaches = 12 - 16 total points
- Meets = 17 - 21 total points
- Begins = 1 - 11 total points

<b>KNOWLEDGE/PROCESS</b>						
<b>Demonstrates concentration, imagination, physical action/reaction, listening, and memorization in acting a character.</b>						
	<b>Concentration</b>	<b>Imagination</b>	<b>Physical Action</b>	<b>Physical Reaction</b>	<b>Listening</b>	<b>Memorization</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Totally immersed in the character and in the style of the scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in the “magic if,” endows setting, props and costumes with vocal/physical idea and has communicated a depth of character’s wants and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Puts character’s behaviors “in the moment” and propels them by character motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical reactions have a sense of being improvised, communicated, and driven by character wants.</li> <li>• Very believable and congruent to the scene’s style.</li> </ul>	<ul style="list-style-type: none"> <li>• Is truly listening with both eyes and ears to the other characters in the scene.</li> <li>• Adjusts lines and behaviors to what is heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Owns the lines or gives a sense of inventing in the moment.</li> <li>• Stage business appears organic.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Maintains focus throughout the scene.</li> <li>• Maintains own character’s unique vocal and physical expressions.</li> <li>• Works toward the style of the scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the text of the scene and creatively invents vocal and physical behaviors that support the idea of the character.</li> </ul>	<ul style="list-style-type: none"> <li>• All vocal and physical actions are intentionally encoded to propel the textual conflict, subtext, and style.</li> <li>• Blocking has the appearance of being character generated.</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the actor’s physical responses are reactions to the verbal and nonverbal messages being sent to him.</li> <li>• Responses are in the moment and natural or believable, may even be congruent to style.</li> </ul>	<ul style="list-style-type: none"> <li>• Acting is listening generated.</li> <li>• Eyes, ears, and mind are fully engaged in the act.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the lines and the meaning of them.</li> <li>• Knows own bits and blocking.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mind seems to wander, begins to watch own performance or that of others.</li> <li>• Loses uniqueness of his character.</li> <li>• May not grasp the scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly plays the conflict and may not manifest behaviors of a 3-dimensional role (a stereotyped character).</li> </ul>	<ul style="list-style-type: none"> <li>• Is not always playing what the character wants.</li> <li>• Actions are confusing.</li> <li>• Plays the blocking as blocking.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical reactions are either too fast or too slow or inconsistent with the stimuli provoking them.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays his text.</li> <li>• Waits for cue and speaks the lines just the way they were rehearsed.</li> <li>• Cues are the source for speaking. Little adjusting to the moment.</li> </ul>	<ul style="list-style-type: none"> <li>• Lines seem rote and slightly disconnected.</li> <li>• Sometimes the meaning is altered</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Actor’s eyes watch audience.</li> <li>• May miss lines or blocking.</li> <li>• Has difficulty staying focused.</li> </ul>	<ul style="list-style-type: none"> <li>• Says lines only.</li> <li>• Little characterization is communicated.</li> </ul>	<ul style="list-style-type: none"> <li>• May misuse the stage.</li> <li>• Blocking movement is unmotivated.</li> <li>• Stands on stage facing audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical reactions seem detached or absent.</li> </ul>	<ul style="list-style-type: none"> <li>• Plays his text in a vacuum.</li> </ul>	<ul style="list-style-type: none"> <li>• Seems unfamiliar with the lines and may not have full grasp of their meaning.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>
<b>Score</b>						