# PERFORMING 2011-2014 FUNC AT LY ASSESSMENT

#### Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

Course Title: M/J Theatre 1

Course Number: 0400000

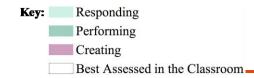
**Abbreviated Title: M/J THEATRE 1** 

Course Length: Year Course Level: 2

#### **PERFORMING Benchmarks**

Task A/B/C/D	Item Type	<b>Course Description:</b> Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.			
A	P1	TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.		
В	P1	TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.		
A/B/C	CP1	TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.		
С	CP2	TH.68.F.1.2 Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new character and to write dialogue.			
С	CP2	TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.		
С	CP2	TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.		
С	CP2	TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.		

NOTE: This document was developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.





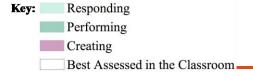
## Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

#### **Prepared Performance I – TASK A (Pantomime)**

COURSE	MJ Theatre
BENCHMARK #(S)	TH.68.O.2.4, TH.68.S.3.1
BIG IDEA	111.00.0.2.4, 111.00.3.3.1
ENDURING UNDERSTANDING	
BENCHMARK(S)	TH.68.O.2.4 - Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
	TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
BENCHMARK CLARIFICATION	Perform pantomime using correct blocking, stage movement, and characterization.
ITEM TYPES	Prepared
CONTENT LIMITS	Perform a prepared pantomime from a non-theatrical source in the style of a 20 <sup>th</sup> century representational pantomime.
CONTEXTS (Student's Role)	Perform
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Prepare, create, and perform a pantomime that will contribute to the development of the character and story. The attributes
	should include all the elements necessary to create and perform an effective character and settings including: expression,
	stage movement, and character movement. Duration should not exceed 1 minute.
RESPONSE ATTRIBUTES	Perform an original solo pantomime on the testing date. Pantomime is realistic and tells a complete story without the use of
	costumes, sets, music, or stage properties. Camera with tripod to show student from feet to 6" above heads at all times and to
	allow for movement (i.e., no close-ups). The student will be assessed using the rubric.
TIME ALLOTMENT	1 minute
PHYSICAL ENVIRONMENT	See front matter
/EQUIPMENT (e.g., Microphone,	
Stand):	

#### SAMPLE QUESTION: Prepared Performance I – TASK ${\bf A}$

Pantomime: The actor creates and performs an original solo one-minute realistic pantomime depicting their morning breakfast routine.



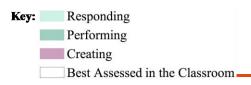


## Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

#### Item Specific Scorer's Rubric: Prepared Performance I

4-point sample answer:

POINTS	1	2	3	4
Clear gestures and facial expressions	Does not attempt	Gestures are haphazard,	Gestures are not totally specific and	Gestures and facial expressions
	gestures or facial	superfluous and get in the way of	don't fully clarify the individual	are totally specific and clarify
(Acting Skills)	expressions.	the story.	moments of the story.	the individual moments of the
				story.
				They maintain this for the entire
				scene.
Emotional energy consistent with the	The pantomime is	The pantomime's energy level is	Pantomime's has energy but is not	Pantomime shows a connected
level of the story.	performed without	inconsistent for any pantomime.	at a level consistent with the level of	emotional energy that fits the
(1) (4) (3) (4)	energy of any		the story.	story. Has this energy for the
(Acting Skills)	kind.			entire scene.
Stage Movement - Shows muscular	Performer lacks	Performer has but does not	Performer maintains muscular	Performer uses muscular
tones and balanced interactions	muscular	maintain muscular coordination,	coordination, tone and balance to	coordination, tone and balance
	coordination, tone	tone and balance to tell the story	tell the story for the majority of the	to tell the story for the entire.
	and balance to tell	for the any of performance.	performance.	
	the story for the			
	majority of the			
Characterization - Communicates	performance.	Performer tries to use a character	Performer communicates the ideas	Doufournou alcouly accommunicates
	The performer does not	to communicate the ideas of the		Performer clearly communicates
ideas to audience through well- developed character(s) through	communicate ideas		of the story using character traits, but does not maintain clarity for the	the ideas of the story using well developed character traits. For
logical story development	to the audience.	story, but fails to do so.	majority of the performance.	the entire scene.
logical story development	to the audience.		majority of the performance.	the entire seene.
Concentration	Performer doesn't	Performer maintains	Performer maintains concentration	The performer is clearly focused
	maintain	concentration for less than half of	for the majority of the performance.	and concentrating throughout
	concentration.	the performance		the performance.
Incorporation of Stimulus	The performer	Performer uses the stimulus but it	Student incorporates the stimulus	Student fully incorporates the
	does not use the	is not incorporated into the	given for the majority of the	stimulus given to create the
	stimulus at all.	performance.	performance.	entire pantomime.





Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

#### Prepared Performance II – TASK B

COURSE	MJ Theatre
BENCHMARK #(S)	TH.68.S.2.4, TH.68.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	TH.68.S.2.4 - Memorize and present a character's lines from a monologue or scene.
	TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
BENCHMARK CLARIFICATION	Perform a memorized scene using effective characterization.
ITEM TYPES	Prepared
CONTENT LIMITS	Perform a prepared scene (2 persons) in the style of a 20 <sup>th</sup> century realistic play.
CONTEXTS (Student's Role)	Perform
DEPTH OF KNOWLEDGE	2
STIMULUS ATTRIBUTES	Prepare and perform a scene from a prepared list that will contribute to the development of the character and story. The attributes should include all the elements necessary to create and perform an effective character and settings including: expression, diction, stage movement, and character movement. Duration should not exceed 2 minutes.
RESPONSE ATTRIBUTES	Perform a duet scene without costumes, sets, music, or stage properties (required hand props are acceptable) that incorporates given stimulus. Camera with tripod to show the whole student in the frame at all times (no close-ups). Each student will be assessed individually, based on the rubric.
TIME ALLOTMENT	2 minute
PHYSICAL ENVIRONMENT	See front matter.
/EQUIPMENT (e.g., Microphone,	
Stand):	

#### **SAMPLE QUESTION: Prepared Performance II – TASK B**

Scene: Actors perform a two-minute duet scene of any realistic scene where pantomime provides the stage business.

Key:	Responding
	Performing
	Creating
	Best Assessed in the Classroom



Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

#### Item Specific Scorer's Rubric: Prepared Performance I (Acting)

4-point sample answer:

POINTS	1	2	3	4
Physicality/ Blocking	Performer rarely uses muscular coordination, staging, and theatrical conventions, consistent	Performer uses muscular coordination, staging, and theatrical conventions, consistent	Performer uses muscular coordination, staging, and theatrical conventions, consistent	Performer uses muscular coordination, staging, and theatrical conventions, consistent
	with the style of the piece to tell	with the style of the piece to tell	with the style of the piece to tell	with the style of the piece to tell
	the story. Gestures are haphazard, superfluous and get in the way of	the story for less than half of the performance.	the story for the majority of the performance. Gestures are not	the story for the entire performance.
	the story.	Gestures lack specificity and do not attempt to clarify the individual moments of the story.	totally specific and don't fully clarify the individual moments of the story.	Gestures and facial expressions are totally specific and clarify the individual moments of the story.
Energy	Performer rarely shows a connected emotional energy.	Performer shows a connected emotional energy for less than half of the performance.	Performer shows a connected emotional energy for a majority of the performance.	Performer shows a connected emotional energy and maintains concentration for the entirety of the performance.
Characterizati	Performer fails to present a	Performer has rare moments of	Performer presents several	Performers present a consistent,
on,	believable, developed character	believability, but generally misses	moments of	believable character throughout
Believability	based on the script.	the character's motivation and intent.	Of believability, but is inconsistent.	the performance.
Vocal	Performer delivers a performance	Performer delivers a performance	Performer delivers a performance	Performer delivers a performance
Delivery	with less than adequate vocal production, diction and interpretation clarity.	with adequate vocal production, diction and interpretation clarity.	with above average vocal production, diction and interpretation clarity	with exceptional vocal production and diction.
Interpretation	Lines can barely be understood	Less than half of the lines are	Most lines are understood for	Every line is understood for
	for meaning.	understood for meaning.	meaning.	meaning and clarity.
Concentration	Performer doesn't maintain	Performer maintains	Performer maintains	Performer maintains focus and
	concentration.	concentration for less than half the performance	concentration for the majority of the performance.	concentration for the entire performance.
		performance	the performance.	performance.

ey:	Responding
	Performing
	Creating
	Best Assessed in the Classroom



## Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

#### On Demand Performance I – TASK C (Improvisation)

COURSE	MJ Theatre
BENCHMARK #(S)	TH.68.S.2.4, TH.68.S.3.1
BIG IDEA	
ENDURING UNDERSTANDING	
BENCHMARK(S)	TH.68.S.3.1 - Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
	TH.68.F.1.2 - Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and
	to write dialogue.
	TH.68.F.1.3 - Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
	TH.68.O.3.3 - Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group
	members' ideas and differences.
	TH.68.S.1.2 - Invent a character with distinct behavior(s) based on observations of people in the real world and interact with
	others in a cast as the invented characters.
BENCHMARK CLARIFICATION	Perform an improvised scene using effective characterization and acting skills.
ITEM TYPES	Prepared
CONTENT LIMITS	Perform a prepared scene (2-3 students) in the style of a 20 <sup>th</sup> century realistic play.
CONTEXTS (Student's Role)	Perform
DEPTH OF KNOWLEDGE	
STIMULUS ATTRIBUTES	Perform a scene that will contribute to the development of realistic characters. The attributes should include all the elements
	necessary to create and perform an effective character including: expression, diction, and character movement. Duration
	should not exceed 1 minute.
RESPONSE ATTRIBUTES	Video
TIME ALLOTMENT	1 minute
PHYSICAL ENVIRONMENT	See front matter.
/EQUIPMENT (e.g., Microphone,	
Stand):	

#### **SAMPLE QUESTION:** Creating/On-Demand Performance I – TASK C (Improvisation)

Improvisation – Without preparation, performers create and perform an original one-minute scene based on the traits of two characters drawn out of a hat.

Key:	Responding
-	Performing
	Creating
	Best Assessed in the Classroom



Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

Item Specific Scorer's Rubric: Creating/On-Demand Performance I – TASK C (Improvisation)

4-point sample answer:

POINTS	1	2	3	4
Characterization and Believability	Performer uses	Performer uses character traits	Performer uses character traits and	Performer uses character traits and
	character traits and	and theatrical conventions to	theatrical conventions to create a	theatrical conventions to create a
	theatrical conventions	create a believable character	believable character that they	believable character that they
	to create a believable	that they sustain less than half	sustain through the majority of the	sustain throughout the entirety of
	character that they	of the performance.	performance.	the performance.
	sustain less than half			
	of the performance.			
<b>Emotional commitment</b>	Actor/s rarely shows	Actor/s shows connected	Actor/s shows connected	Actor/s shows connected
	connected emotional	emotional commitment energy	emotional commitment energy	emotional commitment energy that
	commitment energy.	that fits the scene for less than	that fits the scene for the majority	fits the scene throughout the entire
		half of the scene.	of the scene.	scene.

Key: Responding
Performing
Creating
Best Assessed in the Classroom.