

Name: \_\_\_\_\_

Teammates: \_\_\_\_\_

### Mime/Clown Scene

Each team will receive the following:

- An **object** they must mime and use
  - o the story doesn't have to revolve around it
  - o two people must interact with it
- A **setting** that must be made clear right away
- A **fairy tale** that will inspire their plot

Each member will receive a relationship/role/occupation that must be made clear.

Actors must act as clowns – noises, breath, exaggerated expression and physicality.

| Core Competencies   | 4  | 3  | 2  | 1  |
|---|--|--|--|--|
| <b>D2. Explore dramatic works through presentation or performance</b>                                 | Students created a clear, well developed scene with a beginning, middle and end that supported each clown.   | Students created a clear scene with a beginning, middle and end. Needed to support one of these more: each clown, audience, relationships.                       | Students created a scene with a beginning, middle and end, the _____ could have been clearer. Needed to support some of these more: each clown, audience, relationships.         | Students' scene needed more rehearsal.<br><br>Did not support: each clown, audience, relationships.  |
| <b>D8. Improvise and take creative risks to express meaning</b>                                       | Student brought a clear understanding and presence to their own individual clown: emotion and physicality. They were present in the moment and reacted to what was happening around them.<br>Team player | Student had their own individual clown: emotion and physicality. They usually reacted to what was happening around them. They paid attention to their teammates. | Student's clown: emotion and physicality. They needed to react to what was happening around them. They needed to pay more attention to their teammates.                          | Student's character got lost. Needed to be more physically and emotionally expressive. The risks they took stole from the others/the story. They were not a team player. |
| <b>D3. Develop a repertoire of dramatic skills and techniques through presentation or performance</b> | Student did not use words but used their voice and made noises/breath to communicate. They successfully expressed emotions using face and body, communicating well with the audience.                    | Student did not use words, sometimes made expressive noises/breath. Expressed emotions using face and body.  | Student used words when it wasn't necessary or didn't make enough expressive noises/breath. Facial and body expression could have been bigger. Some communication with audience. | Student used too many words or didn't vocalize noises/breath. Facial and body expression needed to be way bigger/clearer. No communication with audience.                |
| <b>D4. Develop performance skills in a variety of contexts</b>  | Student created a strong scene based on their chosen fairy tale and implemented each piece of information with clarity and precision: setting, relationship/role, object fairy tale.                     | Student created a scene on their chosen fairy tale and were mostly clear and precise: setting, relationship/role, object fairy tale.                             | Student created a scene but a category or two was/were unclear: setting, relationship/role, object fairy tale.   | Student created a scene but a category or two was/were missing: setting, relationship/role, object fairy tale.   |

Object: \_\_\_\_\_

Setting: \_\_\_\_\_

Fairy tale: \_\_\_\_\_

Relationship/role: \_\_\_\_\_