

Neutral Mask Presentation

- Tell a story
 - o Beginning (relationships and setting established)
 - o Middle (problem is established and characters face challenges)
 - o End (Problem resolved)
- Pick a song that best supports the tone/mood of your piece. Something class appropriate. Your song must be ready to play before the class begins. Your story is as long as the song (under 4 minutes is ideal)
- This is a movement piece, not a dance (it tells a story), the music is the ambience.
- Your story doesn't have to be complex.
- Your story may **NOT** include:
 - o A proposal
 - o Death
 - o Fall
 - o Physical violence towards another person

Core Competencies	4	3	2	1
D1. Explore and create dramatic works to express ideas and emotions	Student expressed their emotions clearly through their physicality. The relationship is clear (how they know each other, how they feel about each other)	Student expressed physical emotions, could have been bigger. The relationship is general (ex:family member).	Student needed to be bolder/bigger when expressing their physical emotions. The relationship needed to be clearer.	Student's emotions were unclear. There is no clear relationship. Made noise.
D8. Improvise and take creative risks to express meaning	Students had a clear goal and understanding of their story: Beginning, middle and end. They considered their audience and their space. They took risks. The ending was a mutual agreement.	Students had a goal for their story: beginning, middle and end. They sometimes gave profile. Could have used more stage. The ending was clear.	Student needed to take more time to create a clear understanding of their story, more time to consider their audience and their space on the stage (backs to audience or a lot of profile). The ending was staggered.	Students' story needed more rehearsal for clarity. No risks taken. The ending was confusing/awkward.
D17. Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic performance	Students were prepared with their song and piece. Presented with confidence, power and conviction.	Students were prepared. Their song choice worked with their piece and was appropriate. Presented confidently	Students' song choice worked could have been stronger for their piece but it was appropriate. Presented entire piece but could have been more confident/prepared.	Student's song choice was confusing or inappropriate. Lacked confidence/not prepared.

Your Name: _____

Partner's Name: _____