

Performer: _____

Hour: _____

Scene: _____

Character: _____

Blocking Check

Assignment: You and your partner will perform your entire scene with blocking. If you need to, you will be able to use your script for this assignment. I will not be grading memorization, just your movement on the stage. Prior to your performance I will look over your highlighted script with blocking notes and completed ground plan with blocking grid. Complete your Ground Plan on the back of this sheet. Both of these must be consistent with what is executed on stage. Remember each must be completed in pencil.

Objective: Student will be able to demonstrate effective use of blocking principals during a rehearsal for a performance.

Assessment:

1. Remained open to the audience	10	8	6	4	2
2. Projected voice out towards audience	10	8	6	4	2
3. Blocking was plausible, natural, and without obstruction	10	8	6	4	2
4. Character's movements were executed with purpose	10	8	6	4	2

Materials:

1. Highlighted Script with Blocking Notes (in pencil)	5	4	3	2	1
2. Ground Plan with Blocking Grid (in pencil)	5	4	3	2	1

Total: _____ / 50

Line Check

Assignment: You and your partner will perform your entire scene (with blocking) while I follow along in the script. Your Line Check must be presented with the blocking, as the movement will help you with your memorization. Any line or portion of a line that is omitted, forgotten, or misplaced will be underlined with a pencil. These markings will help determine your grade for this assignment. Any and all predetermined edits or omissions must be clearly marked in the script; otherwise I will assume these edits and/or omissions are mistakes, and it will count against your final grade.

Objective: Student will be able to perform a complete scene from memory and without the use of a script.

Assessment: Your grade will be determined by the number of lines said correct divided by the total number of lines in your script, which is then turned into a percentage grade for this assignment. I will take this percentage and convert it into a Point Total out of 50 (see example below). By doing this, nobody is at an advantage for having fewer lines, and nobody is at a disadvantage for having a lot of lines.

For example, you have 20 lines in your script and you correctly say 16 (miss 4) of them - you will get an 80% (B-). Percentage total: $16/20 = 0.80$ (80%) Converted Point Total: $40/50 = 0.80$ (80%)

Lines said correct: _____

divided by

Number of lines: _____

Percentage Total: _____%

Converted Point Total: _____ / 50

Performer: _____
Scene: _____
Character: _____

Hour: _____

Duet Performance

Assignment: You and a partner will perform a memorized two person scene in front of the class. This scene must be between 2 and 4 minutes in length. All performers will be graded individually. Successful performances will require a clear understanding of your character and the story of the scene. In addition, you must complete the Character Analysis worksheet and turn it in the day you perform.

Objective: Student will be able to demonstrate effective characterization through the use of body, mind, face, voice, and movement during a duet scene.

Assessment:

1. Prepared, rehearsed, and ready to perform	10	8	6	4	2
2. Introduction was articulate, concise, and included the performers' names & title of the scene	10	8	6	4	2
3. Demonstrated effective use of staging and blocking	10	8	6	4	2
4. Remained in character and engaged in the scene	10	8	6	4	2
5. Remained open to the audience	10	8	6	4	2
6. Spoke loud and clear for everyone to hear	10	8	6	4	2
7. Pacing was consistent with the dialogue and appropriate for the scene	10	8	6	4	2
8. Sustained focus & didn't pull focus away from action	10	8	6	4	2
9. Entire body and face were engaged in the scene	10	8	6	4	2
10. Performer had a clear understanding of the character's intentions and motivation	10	8	6	4	2
11. Clearly communicated your stated objective	10	8	6	4	2
12. Performer had a clear understanding of the conflict and story of the scene	10	8	6	4	2
13. Sustained appropriate energy throughout the scene	10	8	6	4	2
14. Performance was natural, plausible, and consistent with the author's intentions	10	8	6	4	2
15. All lines were committed to memory	10	8	6	4	2
16. Performance was in the appropriate amount of time	10	8	6	4	2
17. Demonstrated appropriate behavior & audience etiquette during performances & critiques	10	8	6	4	2

Total: _____ / 170

Stated Objective:

Prior to your performance write your character's Objective in a complete sentence:

Character Objective: _____
