



Performing Arts Virtual Learning

Acting & Debate

Speaking & Listening

May 15, 2020



6th - 8th Grade Acting & Debate

Lesson: May 15, 2020

Objective/Learning Target: Speaking and Listening

Th 6.3.e Reflect upon and critique performances and presentations



Background Info

Today you will be watching another forensic event. This time it will be a Dramatic Interpretation

- **Individual event - must be memorized**
- **Must include a student written introduction**
- **Piece may be a cutting from a play, novel, short story, etc.**
- **Performers should use their voice, facial expressions, and body language to create characters**
- **Performers must stand, but movement is limited to a 3 foot space.**
- **Should be dramatic**

Traits of Successful DI Performers

Insightful character analysis

Mature demeanor

Controlled performance

Depth/breadth of emotion

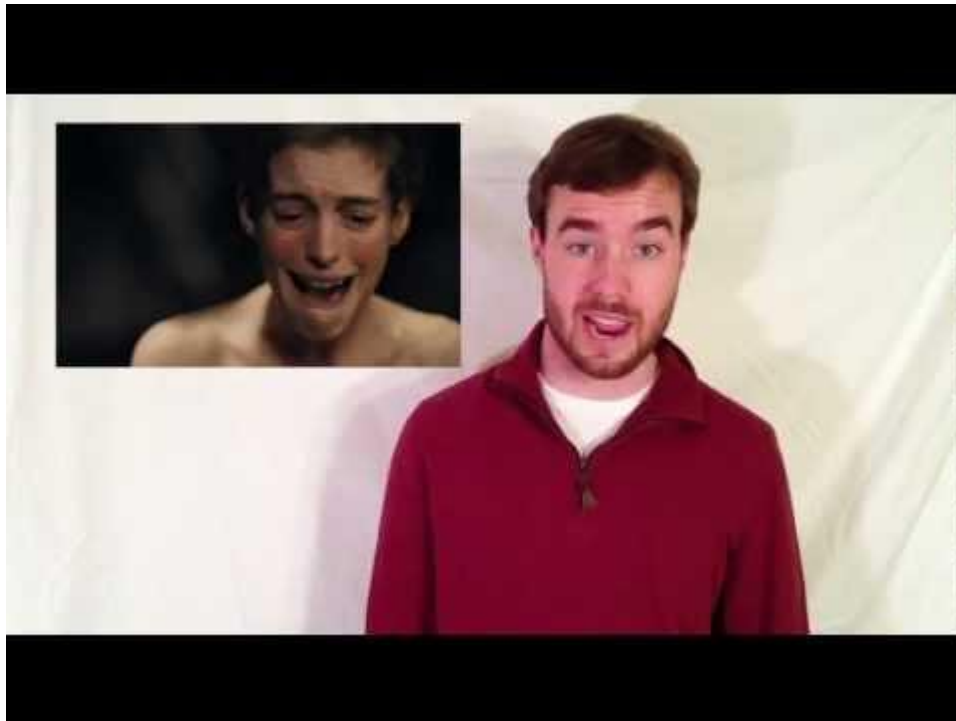
Makes motivated choices

Expressive



Today you will be asked to watch a Dramatic Interpretation performance.

While watching, critique them like you were the judge in the round. Here is the basic information about what a Dramatic Interpretation should contain.





Structural Component

TEASER • 0:00 – 1:30

Previews the topic and mood of the selection

INTRO • 1:30 – 3:00

Explains the purpose of the performance

EXPOSITION • 3:00 – 3:30

Introduces characters and setting

INCITING INCIDENT • 3:30 – 4:00

Sends the conflict into motion

RISING ACTION • 4:00 – 7:30

Complicates the conflict

CLIMAX • 7:30 – 8:30

Emotional peak of the performance

FALLING ACTION • 8:30 – 9:30





Judging Criteria - On a blank piece of paper write the 6 titles over the next 3 slides

1. Introduction

Think about/look at:

- **Creativity**
- **Background Information**
- **Selection Title and Author**

2. Selection

Think about/look at:

- **Quality of Piece**
- **Appropriateness for Actors**
- **Memorization**



Judging Criteria Continued...

3. Vocal Delivery

Think about/look at:

- **Vocal Variety**
- **Volume/Rate/Pitch**
- **Diction**
- **Enunciation**
- **Expression of Character**

4. Stage Presence

Think about/look at:

- **Off stage focus**
- **Body Movement**
- **Facial Expressions**
- **Characterization**
- **Gestures**



Final Judging Criteria

5. Effectiveness

Think about/look for:

- **Overall Performance**
- **Entertaining Scene**
- **Understood the story**

6. Following Directions

Think about/look for:

- **Was the piece a cutting from a novel, play or short story?**
- **Did performers use facial expressions and body movements to create different characters?**
- **Did performer stand and limit movement to a 3 foot area?**
- **Serious Tone**



Directions for Video



Under each Title choose whether they were:

Superior

Outstanding

Good

Fair

Needs Improvement

Then write 2 sentences to back up why you gave them that rank. Be sure to reference what they did in the video

Background for the video



Dramatic pieces are usually serious in matter.

Middle school performances will focus on death, the Holocaust, bullying, suicide, and more.

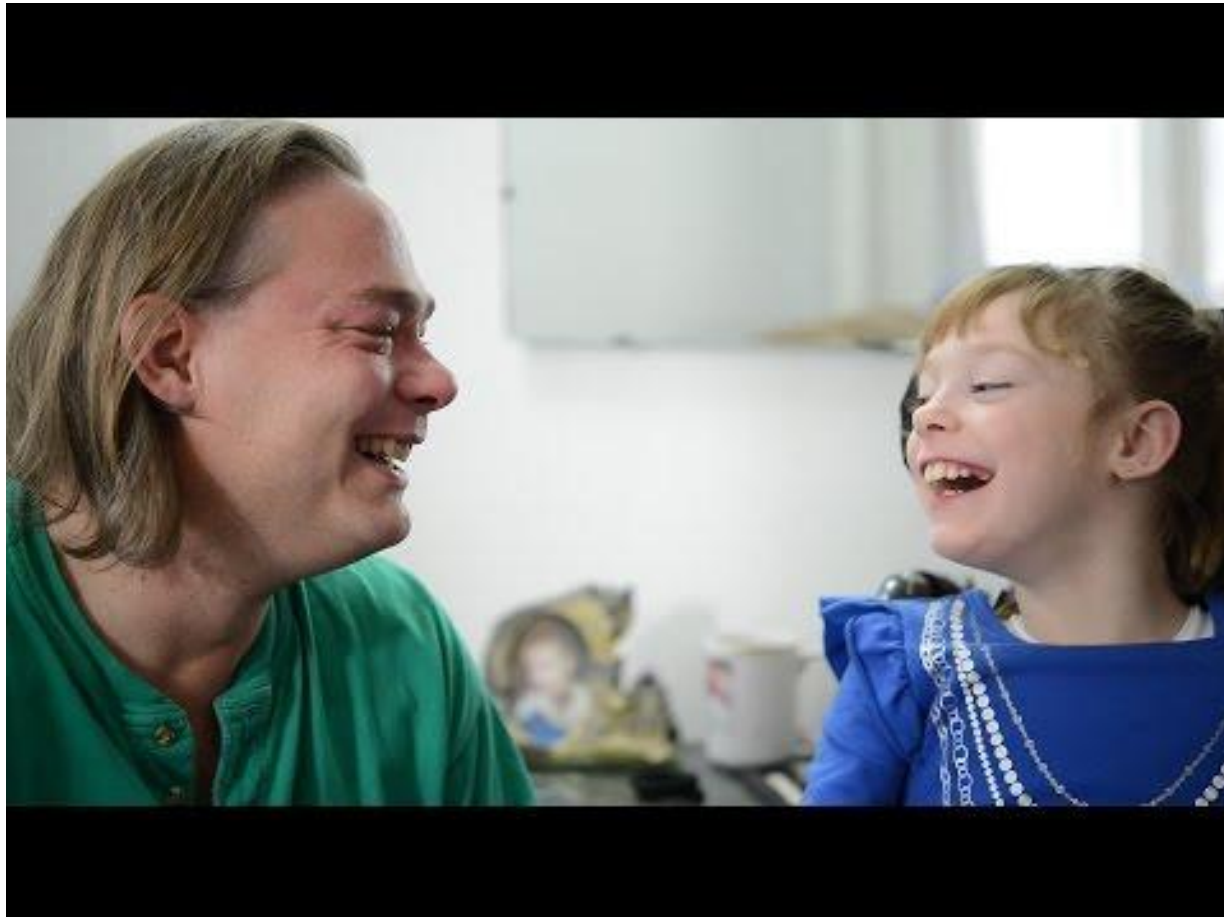
It is NOT funny, nor something to laugh at.

The following piece is based on a boy who has cerebral palsy.

It is a real condition.

Background Continued

Watch the following video on a true life story of a young lady named Christina who has cerebral palsy like the character in the dramatic interp.



Activity

Watch the following video and judge it based on the 5 categories listed on slide 7-9

Put yourself in the character's shoes.



Self Assessment



How did the piece make you feel?

Did the actor portray the story in a way that was meaningful?

What was the hardest part for you to watch?

Have you ever treated someone unfairly? How do you think it made them feel?

If you join the forensic team next year do you think you would be better at dramatic or humorous?