

GREEK CHORUS PERFORMANCE RUBRIC

	4 (Mastery)	3 (Near Mastery)	2 (Remediation)	1 (Remediation)
Ensemble TH:Cr2.1.IIb. Cooperate as a creative team to make interpretive choices	The actors work together with imagination to establish the mood and meaning of the play. Working together, the ensemble creates a very polished performance. The performance shows evidence of organized rehearsal, a sense of creativity and an understanding of the play and each actor's part in the performance. All actors are focused.	<ul style="list-style-type: none"> - almost always establish mood - almost always cooperate to create an ensemble - Performance almost always polished - Actors almost always focused 	<ul style="list-style-type: none"> - sometimes establish mood - sometimes cooperate to create an ensemble - Performance sometimes polished - Actors sometimes focused 	<ul style="list-style-type: none"> - seldom establish mood - seldom cooperate to create an ensemble - Performance seldom polished - Actors seldom focused
Style TH:Cr2.1.IIa Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas	The actors clearly applied the historical Greek chorus acting styles (i.e. flocking, four corners, statues, etc.) within their choreography. These styles were executed with great precision.	<ul style="list-style-type: none"> - mostly incorporated the Greek chorus acting styles - some elements may have been missing or their incorporation was unclear or imprecise. 	<ul style="list-style-type: none"> - somewhat incorporated the Greek chorus acting styles - many elements may have been missing - the elements may have been unclear or hardly precise 	<ul style="list-style-type: none"> - seldom incorporated the Greek chorus acting styles or not at all - many or all elements may have been missing - elements may have been extremely unclear and imprecise.
Creativity TH:Cr1.1.IIa. Apply research to construct ideas for the unified concept of a theatre work	The actors applied their research from Greek theatre history and from the acting styles to create new ideas for their work. The ideas remain unified within the conceptual Greek chorus framework.	<ul style="list-style-type: none"> - mostly incorporated new ideas - mostly fit into the Greek chorus framework 	<ul style="list-style-type: none"> - somewhat incorporated new ideas - somewhat fits into the Greek chorus framework 	<ul style="list-style-type: none"> - seldomly incorporated new ideas or not at all - seldom fits into the Greek chorus framework or not at all
Variety TH:Pr4.1.IIa. Explore various choices to the interpretation of a work	Actors performed a piece that was dynamic, interesting, and full of variety. Many different choices were explored during the performance.	<ul style="list-style-type: none"> - mostly dynamic - mostly interesting - mostly had variety - Several choices were explored 	<ul style="list-style-type: none"> - somewhat dynamic - somewhat interesting - somewhat had variety - some choices were explored 	<ul style="list-style-type: none"> - seldom dynamic or not at all - seldomly interesting or not at all - seldomly had variety - little to no choices were explored
Acting Skills TH:Pr5.1.IIa. Refine a range of acting skills to build a believable and sustainable performance	<p>(PHYSICALITY) The actors are always the physical embodiment of the characters. They clearly use external expressions to display the concept of the characters. The actors use gesture, movement, and posture in a superior manner. All characters are sustained throughout the performance.</p> <p>(VOICE) The actors use vocal traits to create the characters and mood of the performance. Actors display variety in pitch, rate, and quality. Projection, enunciation, pronunciation and articulation are all of superior quality. Vocal intensity and flexibility are used to highlight the dramatic/comic element of the performance. All actors can be heard and understood.</p>	<p>(PHYSICALITY) -almost always embody the characters -almost always demonstrate external expression -almost always use gesture, movement, and posture to create the characters -Characters almost always sustained</p> <p>(VOICE) -almost always use vocal traits -almost always display variety in pitch, rate and quality -almost always use projection, enunciation, correct pronunciation and articulation -almost always use vocal intensity and flexibility -almost always heard and understood</p>	<p>(PHYSICALITY) -sometimes embody the characters -sometimes use external expression -sometimes use gesture, movement, and posture to create the characters - Characters are sometimes sustained</p> <p>(VOICE) -sometimes use vocal traits -sometimes display variety in pitch, rate and quality -sometimes use projection, enunciation, correct pronunciation and articulation -sometimes use vocal intensity and flexibility -sometimes heard and understood</p>	<p>(PHYSICALITY) -seldom embody the characters -seldom use external expression -seldom use gesture, movement, and posture to create the characters - Characters are seldom sustained</p> <p>(VOICE) -seldom use vocal traits -seldom display variety in pitch, rate and quality -seldom projection, enunciation, correct pronunciation and articulation -seldom use vocal intensity and flexibility -seldom heard and understood</p>

TOTAL: /20 = %

POST PERFORMANCE GREEK CHORUS REFLECTION

<p>What Greek chorus acting styles did you see incorporated into their performance? Use specific vocabulary to describe the acting styles they incorporated (i.e. flocking)</p> <p>TH:Re9.1.IIa. Analyze and assess a theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria</p>	
<p>What did you see in the other group's performance that was different from yours? How did it benefit their performance? If you could take anything from their performance, what would it be?</p> <p>TH:Re7.1.IIa. Recognize the validity of multiple interpretations of artistic choices in a theatre work</p>	
<p>If this type of performance was performed today at a half time show for a football game, how would the crowd react? Why would they react that way? How would their reaction impact the performers?</p> <p>Lastly, why do you think this form of theatre is no longer in popular fashion?</p> <p>TH:Cn10.1.IIa. Investigate how community ideas and personal beliefs impact a theatre work</p>	