



MYP 5 - ARTS: DRAMA

Director's Notebook: How to lead a production

STUDENT NAME.....

CLASS10B..... TEACHER ...Mr Copp.....

Task	<p>Students are to present a 10-12 page document that is a Director's Notebook that describes how they would direct a production of Chatroom by Enda Walsh or DNA by Dennis Kelly.</p> <p>The Director's Notebook should be structured in the following way:</p> <p>Part 1: Research and present the theoretical and cultural context of the play. Identify and present the plot and key themes of the play.</p> <p>Part 2: Explore different ways of presenting the themes, demonstrating artistic research and using prior knowledge of theatrical styles. Identify a dramatic intention for the production.</p> <p>Part 3: Create and present an original production, including how to communicate production and performance elements and how these would work together to achieve the dramatic intention.</p>		
Global Context and exploration	Identities and Relationships	Key Concepts (subject specific)	Communication
Statement of Inquiry	Creative projects often have leaders, but the leader's job is to communicate and relate to the identities of the creative team.		
Marking	This task will be assessed against Criteria A (i), (ii), (iii), C (i) and (ii), D (i) and (ii)		
Conditions	This is an individual task which will take place during class time.		
ATL	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Set goals that are challenging and realistic • Keep an organized and logical system of information files/notebooks 		
Time Allocation	10 Weeks	Resources	Research materials, play text, drama journals, art supplies
Date of Issue	Wednesday 6th December	Due Date/Time	Wednesday 28th February
Marking	Your work will be marked by your drama teacher and may be moderated by another drama teacher.		
Authenticity	Copied or collusive written work will result in the awarding of zero for the assignment for both the copying and source students.		

All summative assessments, with marking rubric attached, will be available to parents via Managebac or at consultation meetings.

Criterion A: Knowing and Understanding

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates limited knowledge and understanding of theatre, including concepts, processes, and limited use of subject-specific terminology ii. demonstrates limited understanding of the role of theatre in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates adequate knowledge and understanding of theatre, including concepts, processes, and adequate use of subject-specific terminology ii. demonstrates adequate understanding of the role of theatre in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates substantial knowledge and understanding of theatre, including concepts, processes, and substantial use of subject-specific terminology ii. demonstrates substantial understanding of the role of theatre in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge and understanding of theatre, including concepts, processes, and excellent use of subject-specific terminology ii. demonstrates excellent understanding of the role of theatre in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion C: Thinking Creatively

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherent iii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization
3–4	The student: i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherent iii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5–6	The student: i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherent iii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7–8	The student: i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherent iii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization

Criterion D: Responding

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. constructs limited meaning and may transfer learning to new settings ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her iii. presents a limited critique of the artwork of self and others.
3–4	The student: i. constructs adequate meaning and occasionally transfers learning to new settings ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her iii. presents an adequate critique of the artwork of self and others.
5–6	The student: i. constructs appropriate meaning and regularly transfers learning to new settings ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her
7–8	The student: i. constructs meaning with depth and insight and effectively transfers learning to new settings ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her