Unit 2 DRAMA SAC 3

Performance Evaluation

1. **Performance Process**

Draw a time-line to represent the production process you have gone through to create and develop your group performance.

On this timeline mark in the stages you went through give an accurate representation of how much time was given to each stage.

Provide one example of something that was done at each stage.

Stages may include:

* Brainstorming ideas
* Planning
* Researching
* Character profile
* Blocking action
* Filming
* Editing film
* Rehearsing
* Learning lines
* Deciding stagecraft choices / technical rehearsals
* Performing for feedback
* Performance to an audience

Performance

Selected a script

Week 1

* Choose Group,
* Group split to two different groups,
* Discussed what we wanted to do(Katie writing down about the parent thing, Braiden looking for lines and me power point),
* Did power point,
* Waited for lines to finish power point,
* Waited even longer and longer,
* Split from group (got sick of both group members not doing anything!),
* Joined Richards Group,
* Got Script from Richard,
* Read through script,
* Said I’d help with the witch’s group(if they need),
* Richard Change script (performance day) not Performed til Monday coming), Got asked to help with the witch’s group (said yes),
* Performed as the 3rd witch, then went to see Richard about the new script (he hadn’t finished writing it yet),
* Saw Richard later (same day) and got new script of him,
* Got sick on weekend (tried learning script but wasn’t able to),
* Practised play in the class before drama (learnt most of play),
* Performed!

1. **Intention**
2. What was the focus or theme of your performance and how did you plan and develop your group’s interpretation of a Shakespeare play to reflect the overall topic of ‘Wicked’?

Most of the time, I didn’t even know what we were up to.

1. What was your performance goal or intention? Evaluate, with reasons, explaining 2 examples that show how your intention worked or did not work as you expected.

Our intention was to show how some families don’t get along but didn’t work out.

1. **Characters**

Explain how you developed and performed one character using 2 expressive skills and why you made these choices.

For James (Richard’s) I tried to show that I was more male by the way I moved, it was hard me not being male and all. But I tried to walk more like one and talk like one.

With my facial expression change little but that’s the way I wanted to portray my character.

1. **Dramatic elements in performance**

Describe examples to explain how **two** of the following dramatic elements worked or didn’t work well in your group’s or another group’s performance:

* ***Mood***
* ***Conflict***
* ***Use of space***
* ***Contrast***
* ***Tension***
* ***Symbol***

In Mitch, Ayden and Kayla’s group they had set the mood really well, not only did it work but they also keeped it going through the whole thing (if they didn’t do this it wouldn’t have worked).

In Paige’s group worked well with conflict because they slowly went through the whole thing.

1. **Evaluation of the process**

What have learned from this production task…?

1. about yourself as a learner/actor and

I can work better with people that work instead of people that hardly work.

1. What you would do the same or differently in the process of creating another ensemble performance?

I probably choose a different group or just work by myself (I’d get more work done).