

NAME: _____ CLASS PERIOD: _____

PLAYWRIGHT RESEARCH TERM PAPER – 40 POINTS

GRADE: _____ COMMENTS:	STUDENT CHECK LIST	INSTRUCTOR ASSESSMENT
Step 1: THE RESEARCH: (5 POINTS)		
Research and write about the 20 th century Playwright and pioneer that you have been assigned. Individually you must write a research paper about that Playwright		
Title Page: (7% of POINTS)		
Name, Teacher's Name Drama 1B Date Period Title of your paper Special Photo or drawing		
Introduction Length: 1-2 paragraphs. (10% of POINTS)		
Introduce your Playwright Previous knowledge you possess. What do you know? What would you like to learn?		
Biography Length: 1 - 2 pages (20% of POINTS)		
his/her life story where was he/she born how did he/she find theatre?		
History Length: 1 - 2 pages (20% of POINTS)		
after he/she found theatre, where did he/she go with it? Who did he/she study from? Who did he/she teach? What paths did he/she take? What style(s) of theatre did he/she experiment with?		
Major Achievements/Contributions – Length: 1 page . (13% of POINTS)		
This playwright's most famous or monumental achievement or contribution to drama? Or was it just a mentality toward the art form?		
Conclusion – Length: 2 paragraphs. (10% of POINTS)		
What have you learned? Did anything surprise you? Inspire you?		
Bibliography – (10% of POINTS) Cite all sources that you consulted. Minimum of 3 sources, 1 must be a non-internet source.		
Step 4: THE FORMAT: (10% of POINTS)		
This check list should be the cover Follow all other standard class format rules		

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CRITICAL REVIEW OF PERFORMANCES – 30 POINTS

GRADE: _____ COMMENTS:	STUDENT CHECK LIST	INSTRUCTOR ASSESSMENT
Step 1: THE RESEARCH: (5 POINTS)		
See two theatre productions featuring acting; one a S.I. performing Arts Production, the other from the Bay Area Theatre Community. You must attend during this semester		
Step 2: THE PAPER: (20 POINTS)		
Type a 2 - 3 page on each production. Not a plot summary but rather a reaction.		
<ul style="list-style-type: none"> ▪ 1 positive comment about the show & 1 critical comment about the show 		
<ul style="list-style-type: none"> ▪ Comments on how technical elements (lights, sound, music, costumes, makeup) contributed to the quality of the show, the communication of the story/theme, and your enjoyment. Or, how they may have taken away from the show... 		
<ul style="list-style-type: none"> ▪ Your general reaction to the PRODUCTION. Separate the play or piece from this particular touring company production. What did you think about the specific actors? Did they do well with the material they had to work with? Did you enjoy their performance? Why? 		
<ul style="list-style-type: none"> ▪ Comments on the acting and directing? Was it creative? Did their performance help communicate their character/s? How would you have changed it? Why? 		
<ul style="list-style-type: none"> ▪ Comment on the Singing (if applicable) Comment on the Dancing and Choreography (If applicable) 		
<ul style="list-style-type: none"> ▪ What was your favorite, scene, character, or actor in the show? Why? 		
Step 3: THE FORMAT: (5 POINT)		
Each individual typed review followed by its respectful playbill or ticket stub		
<u>This check list should be the cover</u>		
All stapled together as one paper		
Follow all other standard class format rules		

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DRAMATIC SCENE TEXT ANALYSIS – 30 POINTS

GRADE: _____ COMMENTS:	STUDENT CHECK LIST	INSTRUCTOR ASSESSMENT
Step 1: THE PAPER SECTION ONE: (5 POINTS)		
Type a description of the Scene		
<ul style="list-style-type: none"> • Identify the character and any preexisting relationship 		
<ul style="list-style-type: none"> • Over all objective at top of page 		
<ul style="list-style-type: none"> • identify the setting and situation 		
<ul style="list-style-type: none"> • summarize the action of the scene. 		
Step 2: THE PAPER SECTION TWO: (15 POINTS)		
Draw a floor plan and props		
<ul style="list-style-type: none"> • Prop List 		
<ul style="list-style-type: none"> • Furniture and set floor plan 		
Step 3: THE PAPER SECTION THREE: (15 POINTS)		
Type a 4 columns template for each line of <u>your</u> character and your partner's character's (see example)		
<ul style="list-style-type: none"> • Re-type the line as written in the script; 		
<ul style="list-style-type: none"> • Type, in your own words, what your character <i>really means</i> by each of your lines. This is your character's subtext and should indicate your character's actual objective 		
<ul style="list-style-type: none"> • Type, in your own words, what your character <i>really hears</i> when the other character says their lines. This indicates how your character should react to what he/she hears or sees and motivates your next line 		
<ul style="list-style-type: none"> • Indicate any blocking / movement / gesture that accompanies each line and why it happens. 		
Step 4: THE FORMAT: (5 POINT)		
Your name, your partners name, the play's name and playwright's name at top		
This check list should be the cover		
Follow all other standard class format rules		