



IB MYP Theater I (9th Grade) 3

February

15

Thursday

11:40 AM

Presentation

Th Art-Jan./Feb. LP Due

Students will submit their PPT investigation into the commedia dell'arte character they researched and will portray in their group commedia performance.

Commedia dell' Arte	W1 January (6 weeks)
Identity Personal and cultural expression Through the exploration personality traits and structure, students will explore how storytelling and character usage have been interpreted for an audience.	

Criterion A: Knowing and understanding

Achievement Level

Descriptor

	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>The work demonstrates an understanding of the functional purpose of the commedia character being investigated from a from a physical and story driven purpose of the character in the world of commedia dell'arte.</p> <p>The information for the following is missing or does not meet the standard for the criteria for this markband.</p> <ol style="list-style-type: none"> Social Status in the world of Commedia The nature and look of their costume The look and meaning of their mask
0	<ol style="list-style-type: none"> the physical nature of the character as it relates to: <ol style="list-style-type: none"> Stance Walk Poses Ways of moving Gestures of the character The vocal quality and manner in which the character verbally expresses themselves The function and purpose of their character in the context of any given story regardless of what the story is about. Sources
1 – 2	<p>The student demonstrates limited knowledge and understanding of the art form studied, including concepts, processes and limited use of subject-specific terminology, demonstrates limited understanding of the role of the art form in original or displaced contexts, demonstrates limited use of</p>



acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The information provided is limited in details, clarity, and understanding of the character as it relates to the following defining qualities of the character. The information is primarily listed without explaining ideas and use of sources is limited.

1. Social Status in the world of Commedia
2. The nature and look of their costume (images included are inconsistent for the character, limited in details, for the wrong character, and/or not meeting the minimum of 2 detailed images)
3. The look and meaning of their mask (images included are inconsistent for the character, limited in details, for the wrong character, and/or not meeting the minimum of 2 detailed images)
4. the physical nature of the character as it relates to:
 - a. Stance
 - b. Walk
 - c. Poses
 - d. Gestures of the character
5. The vocal quality and manner in which the character verbally expresses themselves
6. The function and purpose of their character in the context of any given story regardless of what the story is about.
7. Sources information is provided in neither MLA (parenthetical citations with sources on last slide) or Chicago style (footnote with sources on the last slide). Number of sources unclear, but does not appear to use a minimum of 3 sources for information.

Bonus of 5 points 10 points earned for the inclusion of quality video (not used in class) of their character in performance demonstrating the physical/vocal nature of the character.

The student demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes and adequate use of subject-specific terminology, demonstrates adequate understanding of the role of the art form in original or displaced contexts, demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The information provided is adequate in details, clarity, and understanding of the character as it relates to the following defining qualities of the character. The information is primarily outlined with a general explanation of ideas and use of sources is adequate.

3 – 4

1. Social Status in the world of Commedia
2. The nature and look of their costume (images included are consistent for the character, adequate in details, but may be too small to see clearly and/or not meeting the minimum of 2 detailed images)



3. The look and meaning of their mask (images included are consistent for the character, adequate in details, but may be too small to see clearly and/or not meeting the minimum of 2 detailed images)

4. the physical nature of the character as it relates to:

- a. Stance
- b. Walk
- c. Poses
- d. Gestures of the character

5. The vocal quality and manner in which the character verbally expresses themselves

6. The function and purpose of their character in the context of any given story regardless of what the story is about.

7. Sources information is provided in neither MLA (parenthetical citations with (or without)

sources on last slide) or Chicago style (footnote with (or without) sources on the last slide)

consistently. Number of sources unclear, but it does appear that a minimum of 3 sources for

information was used. Pictures and/or videos may not be cited.

Bonus of 5 points 10 points earned for the inclusion of quality video (not used in class) of their character in performance demonstrating the physical/ vocal nature of the character.

The student demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes and substantial use of subject-specific terminology, demonstrates substantial understanding of the role of the art form in original or displaced contexts, demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

The information provided is substantial in details, clarity, and understanding of the character as it relates to the following defining qualities of the character. The information is primarily descriptive with mostly clear explanations of ideas and use of sources is substantial.

1. Social Status in the world of Commedia

2. The nature and look of their costume (images included are consistent for the character, substantial in details and met the minimum of 2 detailed images)

3. The look and meaning of their mask (images included are consistent for the character, substantial in details and met the minimum of 2 detailed images)

4. the physical nature of the character as it relates to:

- a. Stance
- b. Walk
- c. Poses
- d. Gestures of the character

5. The vocal quality and manner in which the character verbally expresses themselves

6. The function and purpose of their character in the context of any given story regardless of what the story is about.

5 — 6



7. Sources of information are provided in either MLA (parenthetical citations with sources on last slide) or Chicago style (footnote with sources on the last slide) consistently. Number of sources meets the minimum of 3. Pictures and/or videos are cited.

Bonus of 5 points 10 points earned for the inclusion of quality video (not used in class) of their character in performance demonstrating the physical/ vocal nature of the character.

The student demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes and excellent use of subject-specific terminology, demonstrates excellent understanding of the role of the art form in original or displaced contexts, demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

The information provided is excellent in details, clarity, and understanding of the character as it relates to the following defining qualities of the character. The information is clearly supported and explained with insight and an understanding of the nature of the character. Use of sources is excellent.

1. Social Status in the world of Commedia
2. The nature and look of their costume (images included are consistent for the character, excellent in details and exceeded the minimum of 2 detailed images)
3. The look and meaning of their mask (images included are consistent for the character, excellent in details and exceeded the minimum of 2 detailed images)
4. the physical nature of the character as it relates to:
 - a. Stance
 - b. Walk
 - c. Poses
 - d. Gestures of the character
5. The vocal quality and manner in which the character verbally expresses themselves
6. The function and purpose of their character in the context of any given story regardless of what the story is about.

7. Sources of information are provided in either MLA (parenthetical citations with sources on last slide) or Chicago style (footnote with sources on the last slide) consistently. Number of sources for information exceeds the minimum of 3. Pictures and/or videos are cited.

Bonus of 5 points 10 points earned for the inclusion of quality video (not used in class) of their character in performance demonstrating the physical/ vocal nature of the character.

7 – 8

Criterion B: Developing skills

Achievement Level

Descriptor

0

The student does not reach a standard described by any of the descriptors below.

Include a 45 second to one minute video of you applying and demonstrating the above physical and vocal qualities of your character you will play in your group performance.



Video of self applying physical and vocal qualities not included or does not meet the standard.

The student demonstrates limited acquisition and development of the skills and techniques of the art form studied, demonstrates limited application of skills and techniques to create, perform and/or present art.

The video included demonstrates a limited application of the physical nature of the character as it relates to:

- 1 – 2
- a. Stance
 - b. Walk
 - c. Poses
 - d. Gestures of the character

1. The physical nature application example demonstrates at least 1 of the above listed and appears to be limited in research application.

2. The application of vocal characteristics is limited in that it sounds mainly like the performer's natural speaking voice with no affectation.

The student demonstrates adequate acquisition and development of the skills and techniques of the art form studied, demonstrates adequate application of skills and techniques to create, perform and/or present art.

The video included demonstrates an adequate application of the physical nature of the character as it relates to:

- 3 – 4
- a. Stance
 - b. Walk
 - c. Poses
 - d. Gestures of the character

1. The physical nature application example demonstrates at least 2 of the above listed and appears to be somewhat informed by research provided in the presentation.

2. The application of vocal characteristics is adequate in that it sounds at times like the performer's natural speaking voice, but is mostly in line with the nature of the character they are portraying.

The student demonstrates substantial acquisition and development of the skills and techniques of the art form studied, demonstrates substantial application of skills and techniques to create, perform and/or present art.

The video included demonstrates a substantial application of the physical nature of the character as it relates to:

- 5 – 6
- a. Stance
 - b. Walk
 - c. Poses
 - d. Gestures of the character

1. The physical nature application example demonstrates at least 3 of the above listed and appears to be informed by research provided in the presentation.

2. The application of vocal characteristics is substantial in that it sounds mostly like the character's speaking voice, and appears to be mostly in line with the nature of the character they are portraying.

- 7 – 8
- The student demonstrates excellent acquisition and development of the skills and techniques of the art form studied, demonstrates excellent application of skills and techniques to create, perform and/or present art.



The video included demonstrates an excellent application of the physical nature of the character as it relates to:

- a. Stance
- b. Walk
- c. Poses
- d. Gestures of the character

1. The physical nature application example demonstrates all 4 of the above listed and is informed and synthesized creatively by research provided in the presentation.

2. The application of vocal characteristics is excellent in that it sounds like the way the character might speak, and appears to be creatively interpreted and in line with the nature of the character they are portraying.

Criterion D: Responding

Achievement Level

Descriptor

0	<p>The student does not reach a standard described by any of the descriptors below.</p> <p>Work does not meet criteria for:</p> <ol style="list-style-type: none">1. Modern equivalent to commedia character investigated with no image.2. Reaction to what they learned about this character and ways to perform them in a scene.3. Made a connection to one of the learner profiles using evidence from research to support how the character does or does not exemplify that profile trait. <p>The student constructs limited meaning and may transfer learning to new settings creates a limited artistic response, which may intend to reflect or impact on the world around him or her, presents a limited critique of the artwork of self and others.</p> <p>The work demonstrates limited understanding in connecting their research to:</p> <ol style="list-style-type: none">1. a modern equivalent to commedia character investigated in that the example is listed with little to no support for the connection. Image is not clear or not provided.2. the reaction to what they learned about this character and ways to perform them in a scene, in that the response uses little to no support in demonstrating their approach to performing this character.3. making a connection to one of the learner profiles using evidence from research to support how the character does or does not exemplify that profile trait. Connection appears to be inappropriate and makes little to no reference to the definition with little to no explanation of why it is appropriate.
1 – 2	<p>The student constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response, which intends to reflect or impact on the world around him or her, presents an adequate critique of the artwork of self and others.</p> <p>The work demonstrates adequate understanding in connecting their research to:</p>
3 – 4	<p>The student constructs adequate meaning and occasionally transfers learning to new settings, creates an adequate artistic response, which intends to reflect or impact on the world around him or her, presents an adequate critique of the artwork of self and others.</p> <p>The work demonstrates adequate understanding in connecting their research to:</p>



1. a modern equivalent to commedia character investigated in that the example is provided with a general outline of support for the connection. Image of character is may or may not be provided.

2. the reaction to what they learned about this character and ways to perform them in a scene, in that the response vague or general support in demonstrating their approach to performing this character.

3. making a connection to one of the learner profiles using evidence from research to support how the character does or does not exemplify that profile trait. Connection appears to be generally appropriate and makes some reference to the definition, but the connection does not demonstrate a clear connection to the understanding of the character and/or definition.

The student constructs appropriate meaning and regularly transfers learning to new settings, creates a substantial artistic response, which intends to reflect or impact on the world around him or her, presents a substantial critique of the artwork of self and others.

The work demonstrates substantial understanding in connecting their research to:

1. a modern equivalent to commedia character investigated in that the example is provided with mostly descriptive details of support for the connection. Image of character is provided.

5 — 6

2. the reaction to what they learned about this character and ways to perform them in a scene, in that the response describes with some details to demonstrate their approach to performing this character.

3. making a connection to one of the learner profiles using evidence from research to support how the character does or does not exemplify that profile trait. Connection appears to be appropriate and describes, with some details, to reference to the definition. The connection does demonstrate a fairly clear connection to the understanding of the character and/or definition.

The student constructs meaning with depth and insight and effectively transfers learning to new settings, creates an excellent artistic response which intends to effectively reflect or impact on the world around him or her, presents an excellent critique of the artwork of self and others.

7 — 8

The work demonstrates substantial understanding in connecting their research to:

1. a modern equivalent to commedia character investigated in that the example is provided with clear and excellent details of support to creatively connect the two characters. Image of character is provided.



2. the reaction to what they learned about this character and ways to perform them in a scene, in that the response explains with specific details to demonstrate their approach to performing this character.

3. making a connection to one of the learner profiles using evidence from research to support how the character does or does not exemplify that profile trait. Connection appears to be appropriate and explains, with specific details, to reference to the definition. The connection does demonstrate a clear connection to the understanding of the character and/or definition.

