**Shakespeare Final Project Name:**

For this unit’s final project, we would like you to demonstrate your understanding of reading this complex play you studied through meeting the following objectives:

# **You have the following options:**

1. You will select a scene to act with a group and do all the levels of planning, rehearsal and design to show a full visualization of the scene and an interpretation of the characters and themes in your scene. (See details below.)
2. Create a theme for your interpretation of the play through set designs and costuming schemes for the whole production of the play, including all characters and all scenes. (See details below.)

# **Option One: Acting a Scene**

**Planning steps:**

1. Your acting company should carefully read through and study your scene.

 a. Complete the **company handout**. (1 per group)

1. Decide how you want to stage the scene and then draw the **stage set**. For a finishing touch, write a key line from your scene under the set design.
2. Complete the promptbook pages.
	1. Cut out an extra copy of the scene you have chosen and paste it onto plain paper. Place the lines to the far right. You will use the left side of the paper for notes and sketches.
	2. You may make **cuts** in your scene by crossing out lines, but Shakespeare’s words must appear in their original sequence without changing in their meaning. In the margin, briefly justify the reasons for your cuts. Work in pencil.
	3. Make **production notes** for the way you want the scene to be played. These notes should include the following information: pauses, tone of voice, gestures and facial expressions, notes or diagrams of action and movement.
3. Decide how you will **costume** your players.
	1. Provide a **drawing** or description of your company’s costumes.
	2. Provide a **justification** for selecting them. (If you do the scene in modern dress or in another time period, explain your reasons.)
4. Each student in your company will complete a **character report** for the character he/she is portraying.
5. **Write a group narrative where you explain all the design choices you made for your scene, including the following: set design, prompt pages, costume choices and justification, character and theme analysis.**
6. **Hand in your narrative when your group acts your scene for the class.**

# **Option Two: Directing Designs for the Whole Play**

1. Decide on a fitting time period, location, and thematic focus for your production. Complete Planning Report (attached).
2. Design a set that works (including any set changes) for the entire production that illustrates the decisions you made in number one above.
3. Design music and light scheme that enhances that thematic and character focus (consider how music between scenes can provide commentary on what’s going on, maybe an important clip or line from a song to play at certain times, etc.)
4. Design costumes for all the characters. Complete the costume plots provided.
5. **Include narrative that explains all the design choices you have made to support the theme.**
6. **Be prepared to show your plans and explain your ideas to the class through a presentation.**

# **Standard 1: Oral Expression and Listening**

1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
2. Use verbal and nonverbal techniques to communicate information.
3. Develop a well-organized presentation to defend a position.
4. Use effective audience and oral delivery skills to persuade an audience.
5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

# **Standard 2: Reading for All Purposes**

1. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
2. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Shakespeare Final Project Name:**

 Character/Scene:

Project type:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Standards* Areas of Assessment
 | Excellent | Good | Fair | Poor |
| **Research****And Preparation (20 points)*** Resources
* Tribal rules
* Participation
* Use of Time
 | * Used a variety of challenging, reliable, and appropriate resources
* Completed all parts thoroughly and insightfully
* All group members participated equally in preparation and presentation
* Used any extra time to prepare and practice fluidly
 | * Used several reliable, appropriate resources
* Completed all parts well
* All group members participated mostly in preparation and presentation
* Used preparation time well in class
 | * Used minimum number of resources for basic information
* Completed some parts well or omitted one part
* Some group members participated in preparation and presentation
* Spent minimal time on preparation; off task at times
 | * Used few resources
* Omitted several parts or completed all parts in cursory manner
* Few group members participated in preparation and presentation: took over or didn’t join in
* Spent little time on preparation; off task a lot
 |
| **Content (20 points)*** Purpose
* Information
* Evidence
* Insight
 | * + Creatively fulfilled purpose on prospectus
	+ Covered all topics with outstanding, insightful development of scene, characters, and theme
	+ Used appropriate evidence and examples to back up analysis
	+ Used insightful media to symbolize key concepts
 | * Completely fulfilled purpose on prospectus
* Covered most topics with appropriate development of scene, characters, and theme
* Made effort to use evidence and examples to back up analysis
* Used fitting media to capture key concepts
 | * Sort of fulfilled purpose on prospectus
* Covered some topics, but left at least some questions
* Used some evidence and examples
* Used a few media to capture main concepts, but could use more
 | * Did not fulfill purpose
* Omitted important parts of the scene, characters, story, or theme
* Used little evidence and few examples
* Used media ineffectively to capture concepts
 |
| **Creative/Visual Elements (20 points)*** Audience Appeal
* Purpose
* Effectiveness
* Effort
 | * + Were highly interesting, easy to see and understand
	+ Created and maintained high audience interest
	+ Supported purpose symbolically
	+ Communicated main ideas clearly
	+ Showed outstanding effort
 | * Were interesting, easy to see and understand
* Kept audience’s attention
* Supported purpose with some symbolism
* Communicated main ideas
* Showed good effort
 | * Were somewhat interesting
* Lost audience’s attention at times
* Were related to purpose but more literal
* Generally supported main ideas
* Showed fair effort
 | * Were messy, disorganized, hard to understand
* Created little audience interest
* Were unrelated to purpose
* Didn’t support main ideas
* Showed little effort
 |
| **Written Elements (20 points)*** Accuracy
* Details
* Citations
 | * + Had few errors
	+ Supported main ideas with rich details
	+ Insightful voice and style (figurative language, etc.)
	+ Cited sources correctly
 | * Had few errors
* Supported main ideas
* Fitting voice and style
* Cited sources with mistakes
 | * Had several errors
* Needed more proofreading/ revising
* Weakly supported main ideas
* Adequate voice and style
* Credited sources
 | * Had many errors
* Needed to be proofread and revised
* Didn’t support main ideas
* Basic voice and style
* No citations
 |
| **Oral Presentation (20 points)*** Delivery
* Props
* Eye Contact
 | * + Spoke audibly and expressively
	+ Used engaging gestures and props
	+ Excellent eye contact
	+ Fluid and well-rehearsed
 | * Spoke audibly and expressively
* Used gestures and props
* Maintained good eye contact
* Mostly fluid and rehearsed
 | * Could develop more expression
* Used few or awkward gestures and props
* Choppy flow shows little rehearsal
* Attempted to maintain eye contact
 | * Was difficult to hear
* Used few or distracting gestures and props
* Too choppy or no rehearsal evident
* Made little attempt to maintain eye contact
 |