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# DRAMATIC ARTS

**Grade 12 PAT – Term 2: 17-18 MAY 2023**

## ***MOVING YOUR ATTITUDE & ANALYSIS TASK***

The following task is to be completed in your final practical group of 4/5 members. You are required to research, develop, rehearse and present a physical theatre or creative piece which tells a “story” or conveys a message to the audience based on your chosen theme.

This task is in **TWO (2)** components.

A. Performance (GROUP) – Physical Theatre movement performance	(25)
B. Process File (GROUP and INDIVIDUAL) – Written assignments	(25)
<b>TOTAL:</b>	<b>[50]</b>

**You will be examined using Rubric – Movement in your Dramatic Arts Booklet. Please read the rubric thoroughly for all performance assessment requirements.**

### **A. PERFORMANCE (GROUP)**

Using the Workshop Theatre techniques, LMA and Lessac’s Energies, develop a creative movement piece which will be used in your final theme practical. Remember that there must be “buy in” from all group members for it to be seen as meaningful and an ensemble work.

Find **THREE (3)** pictures that capture the essence, emotion and feeling of your scenario. Allow the pictures to inspire your movement piece and guide you through the process of creating a beginning, middle and end to your story or message.

ALL group members **MUST** participate in the movement.

**Time limit:** 3-4 minutes

**Music:** Music of your choice. The music should set the tone of your performance so choose wisely. It preferably instrumental, however it may be sung.

**Props:** Employ the use of **ONE** type of prop to enhance your performance. (OPTIONAL)  
e.g. rope, ribbons, sticks, frames, ipads...

You will need to:

- **Adhere to the class Covid-19 protocols as given in class by your teacher.**
- READ p12-17 in Dramatic Arts Grade 12 with your group and discuss a way forward.
- Make use of different Laban efforts and attitudes, Lessac’s Energies and basic choreographic staging techniques.
- Make use of your knowledge of Physical Theatre and Poor Theatre.
- Make use of the maximum space available.
- Create levels and depth in your staging.
- Stay focused throughout the entire performance.
- Be sure to warm up prior to all movement activities.

**(25)**

**B. PROCESS FILE (GROUP & INDIVIDUAL)**

1. **GROUP** – You are to submit one group file consisting of the following:
  - Decorative cover page which foreshadows the piece with group member's names.
  - Contents page.
  - The **three pictures** chosen each with an appropriate title describing the mood/tone and a paragraph describing the connection to your piece.
  - Synopsis of your chosen theme for the piece.
  - Synopsis of your performance with reference to each of the chosen pictures. (150+ words)
2. **INDIVIDUAL** – A **FULL** JOURNAL & JOURNAL SUMMARY of your journey travelled with the group. Reflect on the process, your strengths/weaknesses and how you intend achieving improvement to your movement skills. Complete the activities in Journey 1 in preparation for this task. (25)
3. **INDIVIDUAL** – Complete the worksheet on
  - **LMA (Laban Movement Analysis)**
  - **Lessac's Movement & Vocal Energies** (10)
4. **INDIVIDUAL ESSAY 1** –
 

*"Poor theatre: People often assume that artistic choices are made for aesthetic or philosophical reasons only. But this is not always the case."*

Write an **Idiot's guide** to using Poor Theatre concepts in:

**Part 1:** your group physical theatre, implementing the 10-principles of Grotowski's Poor Theatre during your presentation and rehearsal process. In your conclusion comment on the level of success you achieved using this method. The essay is to be written in the form of a JOURNAL (Record, Reflect, and Apply). (±600 words) **OWN TITLE FOR EACH PRINCIPLE.**

**Part 2:** Using *Woza Albert* as your reference, answer the following:

- Research the statement above and write notes on the possible historic, political and economic reasons Ngema and his collaborators might have had for choosing Poor Theatre techniques over other styles. Explain how the themes are highlighted using this style and its conventions. (±150 words)
- Discuss THREE (3) characteristics of Grotowski's Poor Theatre in *Woza Albert*, highlighting how you believe the production benefited from the style in its specific context. (±150 words)

(30)

5. **INDIVIDUAL** – Write a review for any live theatrical performance you have seen. You will be assessed using the rubric on p298. (10)



6. **INDIVIDUAL ESSAY 2 (OPTIONAL)** – In a well-constructed paragraph, explain the following aspects of South African Theatre
- Development of Alternative Theatre vs Black/White Theatre in South Africa.
  - Theatre with an agenda as a tool to facilitate political and social changes pre- and post- 1994. (200-250 words)
  - Explain how and what part of the South African historical context informs the themes and agenda of *Woza Albert*. Use solid examples from the play. (200-250 words)
  - Briefly explain the use of humour in *Woza Albert* to deal with serious issues in society. Refer to the definitions for comedy/tragedy and specific examples from the play. (100-150 words)
7. Include a full bibliography for all research completed.

**Remember, this is a team effort!**

**ENJOY IT!! 😊**

PAT ISSUED: 12 April 2023 PREPARED BY: GE		
TASK CHECKLIST FOR PAT 2	DUE DATE	COMPLETED
GROUP PRACTICAL: CREATIVE MOVEMENT	17-18/5	
GROUP PROCESS FILE (including decorative cover, contents page, titled pictures, synopsis of piece, detailed guide of action)	17/5	
INDIVIDUAL: JOURNAL SUMMARY	17/5	
INDIVIDUAL: LMA & ENERGIES WORKSHEET	TBA	
INDIVIDUAL: THEATRICAL REVIEW	20/4	
INDIVIDUAL: ESSAY 1	8/5	
INDIVIDUAL: ESSAY 2 (OPTIONAL)		

# RUBRICS: TASK

## PREPARATION:

RUBRIC: ASSIGNMENT: WRITE A REPORT ON THE ACTIVITIES COMPLETED & JOURNAL					
ASSIGNMENT: WRITE A IDIOT'S GUIDE TO USING POOR THEATRE PRINCIPLES FOR A PHYSICAL THEATRE PERFORMANCE					
CRITERIA	0-3	4-7	8-15	16-19	20-25
<b>Planning skills</b> (evidence that learner can explain choices made in performance)	The learner struggles with problem solving and shows poor planning skills.	The learner demonstrates some ability to solve problems and provides elementary planning	The learner is able to solve problems creatively through effective planning.	The learner is able to effectively solve problems through planning that is workable and suitable for the process.	The learner demonstrates creative and cognitive skills showing thorough planning.  A wide range of imaginative processes is used to provide an opportunity for exploration.
<b>Applied skills</b>	The learner has difficulty in applying skills and demonstrates poor management of the process.	The learner experiences difficulty executing and implementing planning and integration of skills.  Some requirements are met.	The learner executes plans and integrates a variety of skills which contribute towards meeting the requirements.	The learner can execute plans and has the ability to integrate conceptual/ performance / design and process skills which contribute towards meeting the requirements.	The learner imaginatively manages and executes thorough leadership. Shows an independent initiative in integrating an extensive range of skills which contribute towards meeting the requirements
<b>Recording and reflection skills</b> (evidence of learner using correct vocab etc)	The learner shows an elementary use of vocabulary without showing an awareness of styles, forms and conventions in the end-product.	The learner has difficulty using vocabulary.  Demonstrates a limited knowledge of the styles, forms and conventions required for the process and product.	The learner is able to use a limited range of vocabulary and can incorporate styles, forms, conventions and processes in end-product.	The learner uses relevant vocabulary effectively and shows awareness of incorporating styles, forms, processes and conventions in final product.	The learner is able to demonstrate specialized use of vocabulary (e.g. dramatic terminology / genre / world view including representation of race, class, gender and culture) and is able to critically evaluate and compare human commonality- diversity and experience.  Uses relevant forms, styles, conventions and processes in the final presentation.

**PERFORMANCE:**

<b>MOVEMENT: PHYSICAL THEATRE (GROUP)</b>					
<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Practical performance: Movement Vocab/Styles (LABAN/LESSAC)					
Practical performance: Uses space effectively, different levels & directions i.e. choreography & blocking					
Practical performance: Movement Competence					
Ability to maintain good focus					
Story has a clear plot – beginning, middle and end					
Character clearly developed					
Location clearly indicated in performance through movement					
Expressiveness and general presence					
Incorporates narration/dialogue/soundscape effectively; enhances the storytelling					
Overall Impression					
<b>MARK = 50 (converted to 25)</b>					

**GENERAL COMMENTS:**