

ADC3M/4M – Grade 11/12 Drama
Devised Theatre and Collective Creation
A Path Forward Project

Reconciling the Future: Justice as Our Path Forward

Objective: The objective of this assignment is to have students create, test, rehearse and perform original and existing pieces of drama in the form of a Collective Creation/Devised piece responding to the art at *A Path Forward* exhibit. The students will piece together a cohesive original piece and present it as a site-specific theatre performance.

Steps to Completion:

- 1) Respond to writing and creation prompts.
- 2) Visit *A Path Forward* and respond to prompts for creation.
- 3) Perform and share research and stories around the topic.
- 2) Brainstorm and create letters, journals, scenes, poetry, etc.
- 3) Rehearse and perfect various scenes, transitions, introductions and conclusions to the Collective Creation.
- 4) Perform a site specific theatrical performance for several audiences.
- 5) Reflect upon your experiences throughout and after the experience.
- 6) Google postings and reviews as assigned.

What should be submitted throughout the process?

- 1) Rehearsal logs and journals on the process and emotional reactions.
- 2) Flow writing based on prompts and suggestions.
- 3) Any proposal sheets, brainstorming, etc, assigned.
- 4) Original scripts and monologues created during the discovery process.
- 5) Reflective and evaluation forms and pieces as assigned.

Due Date: April 23rd and 24th (final reflections and debrief on Monday, April 27th)

Assessment and Evaluation: See Reverse.

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Knowledge and Understanding:

The student demonstrated (limited; some; considerable; thorough) understanding and knowledge of Collective Creation.

The student demonstrated (limited; some; considerable; thorough) understanding and knowledge of the rehearsal and collaborative process.

The student demonstrated (limited; some; considerable; thorough) understanding and knowledge of the script writing, scene development and the creative process.

The student demonstrated (limited; some; considerable; thorough) understanding and knowledge of the reflective process.

Below 1 1 2 3 4

Thinking:

The student makes connections to the characteristics of this type of theatre with (limited; some; considerable; thorough) effectiveness.

The student uses creative and critical thinking skills with (limited; some; considerable; thorough) effectiveness.

The student utilizes the reflective process with (limited; some; considerable; thorough) effectiveness.

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Communication:

The student communicates for a specific purpose and audience with (limited; some; considerable; thorough) effectiveness.

The student demonstrates (limited; some; considerable; thorough) ability to communicate through the reflective process.

The student communicates through their scenes with (limited; some; considerable; thorough) effectiveness.

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Application:

The student makes connections to prior learning with (limited; some; considerable; thorough) effectiveness.

The student applies the collaborative process with (limited; some; considerable; thorough) effectiveness.

The student applies the creative process with (limited; some; considerable; thorough) effectiveness.

Below 1 1 2 3 4

Overall:

Below 1 1 2 3 4