 Improvisation

Intervention in a text

Name:__________________________ Teacher: Ms Macpherson
Improvisation (Intervention in a text)

Context:
Throughout this term you have been introduced to the **dramatic languages** with a specific focus on the **elements and skills of drama**. By playing a variety of drama games, role plays, learning about improvisation techniques and studying the text ‘Blurred’ you are beginning to learn how to **form, present and respond** to Drama.

Task:
After reading the play **Blurred by Stephen Davis**, you will work with a partner to create an improvisation framed around the action of the play. On the assessment day, you will be given a role card with a clear **WHO, WHAT, WHERE** description that intervenes in the text, Blurred in some way. This will involve possible ‘alternative’ scenarios that extend the dramatic action before, during or after the play. You and your partner will have **3 minutes** to prepare and form your improvisation before presenting it to your peers and teacher.

This task requires you to select specific dramatic languages to form your improvisation in order to demonstrate your knowledge and understanding of how dramatic action and meaning is created. Consider the following:
- **Elements of Drama** – role, relationships, situation, tension, language, focus, time, place, space, symbol, mood, movement
- **Conventions** – Freeze, frame, split focus, chorus, through-line, direct address
- **Skills of drama** – devising, improvising: thinking on feet, accepting offers, extending the action, advancing the action

**NB:** You **MUST** submit the attached documentation at the **day after** your assessment. Your documentation will be a ‘reflection’ that fully describes your intentions and the choices you made to create and shape your improvisation.

**Conditions:**
- **Length:** 3 – 6 minutes of action with each student contributing equally
- **Due:** 23rd and 24th March 2014
- **Documentation:** Completed reflection must be submitted
REFLECTION

Please write a 300 – 500 word response and attach to this task sheet.

WHO: ____________________________________________________________

WHAT: ___________________________________________________________

WHERE: __________________________________________________________

My Role: ___________________________  Partner’s Role: ___________________

Consider the following dot points in your reflection:

• Explain what happens in your scene.
• How was tension built in your scene? What type?
• What Conventions of Drama did you utilise in your scene?
• What were the Elements of Drama that were most important in your improvisation and why?
• Evaluate the strengths and weaknesses of your improvisation – consider the skills of improvisation and how you applied these to the task.
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student work has the</td>
<td>The student work has the following</td>
<td>The student work has the following</td>
<td>The student work has the following</td>
<td>The student work has the following</td>
</tr>
<tr>
<td></td>
<td>following characteristics:</td>
<td>characteristics:</td>
<td>characteristics:</td>
<td>characteristics:</td>
<td>characteristics:</td>
</tr>
<tr>
<td></td>
<td>Perceptive and skilful</td>
<td>Skilful management of the elements of</td>
<td>Management of the elements of drama</td>
<td>Partial management of the elements of</td>
<td>Partial use of aspects of the elements</td>
</tr>
<tr>
<td></td>
<td>management of the elements of</td>
<td>drama to create dramatic action</td>
<td>to create dramatic action</td>
<td>of drama to create dramatic action</td>
<td>of drama to make dramatic action</td>
</tr>
<tr>
<td></td>
<td>drama to create dramatic</td>
<td>Skilful use of a range of conventions</td>
<td>Use of a range of conventions of</td>
<td>Partial use of a range of conventions</td>
<td>Partial use of aspects of conventions</td>
</tr>
<tr>
<td></td>
<td>action</td>
<td>of forms and styles, and skills of</td>
<td>forms and styles, and skills of drama</td>
<td>of forms and styles, and skills of</td>
<td>of forms and styles, and skills of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>drama to shape dramatic action</td>
<td>to shape dramatic action</td>
<td>drama to shape dramatic action</td>
<td>drama to shape dramatic action</td>
</tr>
<tr>
<td></td>
<td>Insightful and skilful</td>
<td>Skilful synthesis of the dramatic</td>
<td>Synthesis of the dramatic languages,</td>
<td>Partial use of purposes and contexts</td>
<td>Partial use of aspects purposes and</td>
</tr>
<tr>
<td></td>
<td>synthesis of the dramatic</td>
<td>languages, purposes and contexts to</td>
<td>purposes and contexts to create</td>
<td>to make dramatic action</td>
<td>contexts to make dramatic</td>
</tr>
<tr>
<td></td>
<td>languages, purposes and contexts</td>
<td>create dramatic action and meaning</td>
<td>dramatic action and meaning.</td>
<td></td>
<td>action and superficial meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________