**Research Project- Styles of Drama- 60 points**

Over the last few weeks, we have been learning about theater as an art and its purpose on the stage. With a partner, you will choose one of the styles of theater listed below, and trace its history from the beginning to the present. Your findings can be presented visually via PowerPoint, Prezi, Google slides, etc.

Presentations should include all of the following information and should last no longer than 5 minutes.

* Introductory slide with your names and the style you are presenting
* A thorough description of the style- what makes it unique?
* Cultural and geographical origins of the style- when? Where? By whom?
* Names of famous playwrights or performers associated with this style- **minimum of 4**
* Examples of plays that represent your particular style- include a description of the plot and how it relates to your style- **minimum of 3 plays**
* One video example of a play that shows this style
* Bibliography- In MLA format, I would like all sources cited---**WIKIPEDIA IS NOT A REPUTABLE SOURCE!**

**You will end your presentation by performing a 30 second piece of prose/ script/ song in the style you have chosen.**

**Example: *Perform a scene from an absurdist play, recite a poem while unusual music plays, etc.***

It may be helpful to organize your information in the form of a timeline or map, however, your choice of presentation is open. Each slide should include a corresponding picture.

**Choose one of the styles below to research- *2 groups will be assigned to each category.***

Romanticism Constructivism Farce

Realism Theater of the Absurd Comedy of Manners

Naturalism Theater of Involvement

Symbolism Total Theater

Expressionism Play of ideas

Epic Theater Fantasy

You will be graded on your collaboration with a partner, presentation, and depth and clarity of information presented. Rubric is attached.

**Presentations begin February 8.**

Name:

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| **Grading Scale** |  | **2-0****Poor** | **5-3****Below Average** | **8-6****Proficient** | **10-8****Exemplary** |
| **KNOWLEDGE AND UNDERSTANDING****Knowledge of content**  | ***The student demonstrates knowledge of content (e.g. facts)*** | The student demonstrates limited knowledge of the content.  | The student demonstrates some knowledge of content | The student demonstrates good knowledge of content | The student demonstrates thorough knowledge of content |
| **Understanding of content** | ***The student demonstrates understanding of content (e.g. significance of concepts, ideas, theories)*** | The student shows limited understanding of the content.  | The student shows some understanding of content  | The student shows good understanding of content | The student shows insightful understanding of content |
| **COMMUNICATION****Expression and organization of ideas and information in oral and visual forms** | ***The student expresses and organizes ideas and information with effectiveness***  | The student effectively organizes ideas in presenting with limited effectiveness | The student organizes ideas in presenting results with some effectiveness | The student organizes ideas in presenting results with considerable effectiveness | The student organizes ideas in presenting results with a high degree of effectiveness |
| **Use of conventions, vocabulary, and terminology**  | ***The student uses conventions, vocabulary, and terminology***  | The student uses conventions, vocabulary, and terminology related to style with limited effectiveness | The student uses conventions, vocabulary, and terminology related to style with some effectiveness | The student uses conventions, vocabulary, and terminology related to style with considerable effectiveness | The student uses conventions, vocabulary, and terminology related to style with a high degree of effectiveness |
| **APPLICATION****Making connections within and between contexts** | ***The student makes connections between project and the world outside the school***  | The student makes a limited number of connections between the style and the world outside the school.  | The student makes some connections between the style and the world outside the school  | The student makes a variety of connections between the style and the world outside the school  | The student makes a wide variety of connections between the style and the world outside the school  |
| **PERFORMANCE****Applying acquired knowledge in performance** | ***The student uses acquired knowledge to accurately and enthusiastically perform their style***  | The student does not perform in their assigned style. | The student performs, but the connection to style is minimal. | The student performs with little enthusiasm, but strong connection to style | The student performs with great enthusiasm and strong connection to style. |

Points possible:\_\_\_\_\_\_\_\_\_\_/ 60

Comments: