

## ADA 10 Poetry in Motion: Using Performance to Engage with Poetry

### The goal:

To work with the creative process to develop and present a poem through performance; the emotions and meanings you and your group find in the poem are to be emphasized through performance technique

### The Basics:

- Use the entire poem assigned – no altering of the lines or the words – you may however repeat lines or sections for emphasis and effect
- Use volume levels, chorus, echo, movement, staging, props, costumes, tech, and music to add to the performance
- Begin and end in tableaux so the audience knows where the performance starts and ends
- Select 1 member of your group to take on the organizing/directing and leave the group notes in the classroom each day
- Select 1-2 members of your group to take on prop organization
- Select 1-2 members of your group to take on costume organization
- Select 1-2 members of your group to take on sound/tech organization
- Write a defense of the choices you made in the performance – select three specific choices the group made and why they were made. This is to be shared with the class post-performance and to be handed in to the teacher following the performance.

### The Specifics - be sure to have the following:

- A tableaux start and end
- A performance that includes all members of the group
- Chorus AND echo
- Movement
- Staging – consider WHERE you are on the stage, where you are in the performance room, and where you want your audience
- Costumes – simple is often the most effective
- Props – again, go for simple, not literal
- Sound/tech – background music (no vocals), lighting, sound FX?
- Write-up/defense of three artistic choices ready to share with the class and to hand in
- A polished, fully-memorized, and well-rehearsed performance with all members engaged

### The Marks – how you will be evaluated:

Your work will be evaluated using the following criteria:

1. How much has the group engaged with the poem to create a performance that communicates emotion and meaning?
2. How effective are the choices made by the group in communicating and meaning?
3. How has the group incorporated the required elements of tableaux, movement, volume, chorus, echo, props, costume, staging, sound and tech?
4. How polished is the performance?
5. How has the group used the creative process? Did the members work effectively to further the work?
6. How effective is the defense of artistic choices made by the group? Does the group know why they chose to perform the poem as they did and what affect each of the choices made?

