

Theatre Styles - Melodrama

Due Date: Tuesday July 2nd, 2024 Week 10B

Task Distributed: Week 6

Unit: Melodrama

Task Type: Melodrama Script & Performance

Weighting: 30%

Outcomes: 5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1

Task Distributed

Part A: Creating a Melodrama Script (15 marks)

In groups, students are to create their own Melodrama Scripts. This is to be worked on in class. Students will need to be imaginative and consider all elements of the Melodrama style we have covered in class.

Requirements: Your Script should include:

- A structured narrative in the style of Melodrama
- Stock Characters; Villain, Hero, Heroine, Faithful Servant, Villain's Accomplice
- Exaggerated Dialogue in the style of Melodrama
- Asides
- Stage directions between the dialogue to help dramatise the scene
- Music / sound effect cues
- Audience involvement cues (booing, cheering, hissing)
- The scripts need to be typed and should be at least 40 lines in length or 3 A4 pages

Part B: Performing the Melodrama Script (15 marks)

In groups, students will then rehearse and perform their Melodrama Scripts for a live audience. Each student must develop a character and rehearse with their group to bring the script to life.

Requirements:

- Work cooperatively with your group demonstrating a high degree of motivation, concentration and energy
- Explore exaggerated acting techniques, vocal, movement and physicalisation skills for your character in the style of Melodrama
- Effectively use lighting, set, sound, costume, props and audience participation in your performance
- Incorporate any of the elements of drama into your performance
- Learn your lines

Details of Submission

Part A: Students must submit their Melodrama Script as both a hard copy and a digital copy on google classroom on the due date.

Part B: Students must be ready to perform their Melodrama Scripts in the first five minutes of the lesson on the due date

Glossary of Key Words

- **Elements of drama**

The elements of drama are the features that give drama unique shape and form. They are interrelated and interdependent but distinct and distinguishable. They can be expressed in the following way:|

- *Role* and *character* are directed by *focus* driven by *tension*, made explicit in *time*, *place* and *situation* through the use of *space*, *structure*, *language*, *sound*, *movement*, *rhythm* and *moment* to evoke *atmosphere* and *symbol*, which together create *dramatic meaning* and *audience engagement*. Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection. Students can access this self-reflection form using the link: <https://forms.gle/Y9GaD7kxfnrrdHLg6>

How does this link to my learning?

- This task will ask students to demonstrate their ability to script, rehearse and perform a style of theatre; melodrama.
- This task will ask students to utilise their understanding of the elements of drama and apply the dramatic conventions and acting techniques of Melodrama, in their script and in their performance.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Part A: Melodrama Script

Marking Guidelines

<ul style="list-style-type: none">● Excellent ability to create an original and entertaining, Melodrama script● Excellent ability to create a script with a clear narrative structure and presented in a coherent manner● Excellent ability to incorporate the conventions of Melodrama into their script including exaggerated dialogue, asides, stock characters, stage directions, audience involvement and music cues	13-15
<ul style="list-style-type: none">● Sound ability to create an original and entertaining, Melodrama script● Sound ability to create a script with a clear narrative structure and presented in a coherent manner● Sound ability to incorporate the conventions of Melodrama into their script including exaggerated dialogue, asides, stock characters, stage directions, audience involvement and music cues	9-12
<ul style="list-style-type: none">● Adequate ability to create a Melodrama script but lacking in originality● Adequate ability to create a script with a narrative structure but may not be presented in a coherent manner● Adequate ability to incorporate some of the conventions of Melodrama into their script including exaggerated dialogue, asides, stock characters, stage directions, audience involvement and music cues	5-8
<ul style="list-style-type: none">● Limited ability to create a Melodrama script that shows originality● Limited ability to create a script. Basic narrative structure used● Limited ability to incorporate very few of the conventions of Melodrama into their script including exaggerated dialogue, asides, stock characters, stage directions, audience involvement and music cues	1-4

Total : /15

Comments:

Part B: Melodrama Performance

Marking Guidelines

<ul style="list-style-type: none">● Excellent ability to engage the audience in a way appropriate to the style of Melodrama● Excellent commitment and focus throughout the performance with knowledge of their lines and the script● Excellent ability to sustain your stock character in a convincing manner through the use of highly developed vocal, movement and physicalisation skills● Highly effective use of the elements of production including costume, lighting, set, props and the ability to incorporate the elements of drama into their performance	13-15
<ul style="list-style-type: none">● Sound ability to engage the audience in a way appropriate to the style of Melodrama● Sound commitment and focus throughout the performance with knowledge of their lines and the script● Sound ability to sustain your stock character in a convincing manner through the use of vocal, movement and physicalisation skills● Effective use of the elements of production including costume, lighting, set, props and the ability to incorporate the elements of drama into their performance	9-12
<ul style="list-style-type: none">● Adequate ability to engage the audience in a way appropriate to the style of Melodrama● Adequate commitment and focus throughout the performance but may lack knowledge of their lines and the script● Adequate ability to sustain your stock character through the use of vocal, movement and physicalisation skills but inconsistent and lacking in believability● Some use of the elements of production including costume, lighting, set, props and the ability to incorporate the elements of drama into their performance●	5-8
<ul style="list-style-type: none">● Limited ability to engage the audience in a way appropriate to the style of Melodrama● Limited commitment and focus throughout the performance, lacking in knowledge of their lines and the script● Limited ability to sustain your stock character in a convincing manner through the use of vocal, movement and physicalisation skills. Lacking in believability.● Limited use of the elements of production including costume, lighting, set, props and the ability to incorporate the elements of drama into their performance	1-4

Total : /15

Comments:

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Total: / 4