

Theatre Styles - Soap Opera

Due Date: Tuesday September 24th, 2024 Week 10B

Task Distributed: Week 5

Unit: Soap Opera

Task Type: Soap Opera Script & Performance on Camera

Weighting: 20%

Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2

Task Distributed

Part A: Making a Soap Opera Script (15 marks)

In groups, students are to create their own Soap Opera Script for a Soap Opera Episode. This is to be worked on in class. Students will need to be creative and refer to the information on Soap Opera script writing.

Requirements: Your Script should include:

- A scenario at the start that sets the scene and introduces the characters to its audience
- A range of stock soap opera characters
- Stage directions between the dialogue to help dramatise the scene
- Two or three story-lines that are emotionally charged
- Three different locations
- The convention of a cliffhanger ending
- The script should be at least 3 typed A4 pages in length

Part B: Performing & Filming (15 marks)

In this task, you will perform your Soap Opera script for the camera. You must perform in the style of Soap Opera by imitating the stock characters, situations and conventions written into your script. Whilst performing your episode, you must highlight how the situations and characters in Soap Operas are often stereotypical and exaggerated.

Requirements:

- Students will use the school iPad to film
- Use the convention of character close-ups (with the camera) at the end of your scenes to help draw the attention of the audience
- Consider the use of exaggeration, body language, movement and voice to portray your character
- Incorporate effective scene transitions during filming

- Consider the use of costume and props
- You may include music to help add atmosphere to your episode

Details of Submission

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

Part B: Students must be ready to present the filming of their Soap Opera Episode in the first five minutes of the lesson on the due date

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 explore, structure and refine ideas in the making of a script using the dramatic techniques and conventions in the performance style of Soap Opera
- This task will ask students to apply their acting skills. theatrical conventions and technologies expressively and collaboratively to communicate dramatic meaning on camera

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: Soap Opera Script

Marking Guidelines

<ul style="list-style-type: none">● Excellent ability to create an original and entertaining, Soap Opera script● Excellent ability to create a script with a clear scenario and structure which is written in a coherent manner● Excellent ability to incorporate the conventions of Soap Opera into the script including stock characters, exaggerated dialogue, stage directions, different locations and a cliffhanger ending	13-15
<ul style="list-style-type: none">● Sound ability to create an original and entertaining, Soap Opera script● Sound ability to create a script with a clear scenario and structure which is written in a coherent manner● Sound ability to incorporate the conventions of Soap Opera into their script including● stock characters, exaggerated dialogue, stage directions, different locations and a cliffhanger ending	9-12
<ul style="list-style-type: none">● Adequate ability to create a Soap Opera script but lacking in originality● Adequate ability to create a script with a scenario and structure but may not be written in a coherent manner● Adequate ability to incorporate some of the conventions of Soap Opera into their script including stock characters, exaggerated dialogue, stage directions, different locations and a cliffhanger ending	5-8
<ul style="list-style-type: none">● Limited ability to create a Soap Opera script that shows originality● Limited ability to create a script. Basic scenario and structure used● Limited ability to incorporate very few of the conventions of Soap Opera into their script including stock characters, exaggerated dialogue, stage directions, different locations and a cliffhanger ending	1-4

Total : /15

Comments:

Part B: Performance & Filming**Marking Guidelines**

<ul style="list-style-type: none">● Excellent ability to entertain the audience in a way appropriate to the style of a Soap Opera Episode● Excellent use of exaggeration, body language, movement and voice to portray a stock Soap Opera character in a convincing manner● Highly effective use of the scene transitions, camera shots, costume, props and music to help create dramatic meaning on camera	13-15
<ul style="list-style-type: none">● Sound ability to entertain the audience in a way appropriate to the style of a Soap Opera Episode● Sound use of exaggeration, body language, movement and voice to portray a stock Soap Opera character in a convincing manner● Effective use of the scene transitions, camera shots, costume, props and music to help create dramatic meaning on camera	9-12
<ul style="list-style-type: none">● Adequate ability to entertain the audience in a way appropriate to the style of a Soap Opera Episode but not sustained● Adequate use of exaggeration, body language, movement and voice to portray a stock Soap Opera character but lacking in believability● Adequate use of the scene transitions, camera shots, costume, props and music in an attempt to create dramatic meaning on camera	5-8
<ul style="list-style-type: none">● Limited ability to entertain the audience in a way appropriate to the style of a Soap Opera Episode● Limited use of exaggeration and/or body language and/or movement and/or voice to portray a stock Soap Opera character in a convincing manner● Limited use of the scene transitions and/or camera shots and/or costume and/or props and/or music to help create dramatic meaning on camera	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