

MYP ASSESSMENT TASK SHEET

Unit Title	Unit 2 - Voice
Significant Concept(s)	Voice is an instrument to help us convey emotion and add meaning to our words.
Unit Question(s)	How can we effectively use our voice to convey our intended emotion to our audience?

Teacher Task Overview	
What do you have to do?	<p>Choose a poem with a meaning and purpose you enjoy or wish to share. Next choose an appropriate emotion to convey your intended meaning. From the list of voice elements that we have discussed in class, choose TWO that you wish to work upon in your performance.</p> <p>You will “perform” this poem for the class using your chosen voice strategies and any physical elements you feel are essential (remember principles we learned our last unit on Physical Theatre).</p> <p>You must provide your poem (a copy); its meaning as you see it; your intended emotion to convey; and the two voice skills you wish to apply in your performance.</p>
How will you be assessed?	On the voice SKILLS chosen to express your poem’s meaning and your intended emotion. THINKING CREATIVELY in order to experiment with different ways to achieve your goal and RESPONDING to this task by evaluating your own success and how you can apply this to your upcoming Slam poetry performance.
When is the task due?	Check Drama 6 weekly for updates

Poem Performance Preparation PLANNING

Your name: _____

Your poem title: _____

The author: _____

I think the poet's purpose was to _____

The emotion that I wish to use while reciting this poem is:

_____ because _____

These two aspects of the poem will help me communicate this emotion:

_____ and _____

NOW: make notes or highlight words you wish to emphasise. You can do this by adjusting your pitch or volume; changing expression; using eye contact; changing speed; adjusting posture or position on stage.

Using a highlighter or pencil, make notes of where you wish to do this and how.

Which two aspects of VOICE do you wish to work upon and why?

_____ and _____ because _____

Criterion B DEVELOPING SKILLS:

Guiding questions:

- 1 Have I thought carefully about which VOICE elements to use and HOW I will use them?
- 2 Did I make useful notes for myself on my poem?

Achievement level	Level descriptor
1-2	The student demonstrates limited application of skills and techniques to create and/or perform.
3-4	The student demonstrates adequate application of skills and techniques to create and/or perform.
5-6	The student demonstrates substantial application of skills and techniques to create and/or perform.
7-8	The student demonstrates excellent application of skills and techniques to create and/or perform.

Criterion C THINKING CREATIVELY:

Guiding questions:

- 1 Have I experimented with different ways to achieve my emotion?
- 2 Can I explain what effect/emotion I intend to achieve?

Achievement level	Level descriptor
1-2	The student demonstrates limited expression of alternatives, exploration of intentions and experimentation with ideas. The student demonstrates limited curiosity.
3-4	The student demonstrates adequate expression of alternatives, exploration of intentions and experimentation with ideas. The student demonstrates adequate curiosity.
5-6	The student demonstrates substantial expression of alternatives, exploration of intentions and experimentation with ideas. The student demonstrates substantial curiosity.

7-8	<p>The student demonstrates excellent expression of alternatives, exploration of intentions and experimentation with ideas.</p> <p>The student demonstrates excellent curiosity.</p>
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Criterion D RESPONDING:

Guiding questions:

1 Have you listened with an open mind to feedback?

2 Have you reflected on what you have achieved and how you can use this in your SLAM performance?

Achievement level	Level descriptor
1-2	<p>The student demonstrates a limited awareness of connections and/or has a limited response to feedback.</p> <p>The student presents a limited appraisal of their work and others'.</p>
3-4	<p>The student demonstrates an adequate awareness of connections and/or has a limited response to feedback.</p> <p>The student presents an adequate appraisal of their work and others'.</p>
5-6	<p>The student demonstrates a substantial awareness of connections and/or has a limited response to feedback.</p> <p>The student presents a substantial appraisal of their work and others'.</p>
7-8	<p>The student demonstrates an excellent awareness of connections and/or has a limited response to feedback.</p> <p>The student presents an excellent appraisal of their work and others'.</p>