**Shakespeare – Mid Summer Night’s Dream/Taming of The Shrew**

**Year 8 Assessment Task Shakespeare Learning Contract**

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| **Task** | **Due date** | **Weighting** |
| Learning Contract | Friday 29 July 2016 (T3,W2) | 20% |

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| A student  |
| * EN4-1A
 | responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| * EN4-3B
 | uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts |
| * EN4-5C
 | thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts |
| * EN4-8D
 | identifies, considers and appreciates cultural expression in texts |

In your answer, you will be assessed on how well you:

* Present your knowledge, understanding and content in an attractive, accurate, methodical and appropriate manner
* Engage with the content and concepts studied in class
* Meet the requirements of your negotiated earning contract

Task: You are to enter into a ‘learning contract’ which you negotiate with you teacher in an attempt to achieve at least 20 points worth of tasks. Below is a list of optional tasks to select from, as well as their points value.

1 – Play/movie poster 4 points

2 – Scene translation 4 point

3 – Theme collage 4 points

4 – Character analysis (x2) 4 points

5 – Character connection board 4 points

6 – Plot summary song/jingle 6 points

7 – Scene performance (puppet/shadow theatre) in PAIRS 6 points

8 – Model of Globe theatre 8 points

9 – Theme essay 10 points

10 – Creative writing (alternative ending – Final scene) 10 points

**Task Breakdown and Instruction**

1 – Play/movie poster 4 points

Create an A4 poster for the play *Midsummer Night’s Dream/ Taming of the Shrew* in which you include3 (THREE) main/dominant images depicting the characters in action, the title of the play, a performance time and date (accurate with the historical period it would have been performed), the location/theatre the performance will take place, and a catch-phrase or tag-line from the script to attract attention from the public.

2 – Scene translation 4 points

Select a scene from the play you have studied which is in Shakespearean language and translate it in to modern day English. Be sure to have both the Shakespearean and modern day English text next to each other to show accurate translation.

3 – Theme collage 4 points

Create a visual collage of 2 (TWO) themes the play you have studied pays particular attention to. Identify what the theme is, include a definition of the theme, insert 5 (FIVE) images which represent each theme (these images do NOT have to be from the play itself, they can be a general representation), and include 5 (FIVE) quotes from the play you have studied (and who said them) which support the notion of each theme being expressed.

4 – Character analysis (x2) 4 points

Select 2 (TWO) characters from the play you have studied and write a character analysis about each one. Identify who they are, what character/personality traits they have, what experiences or quotes from the play imply these character/personality traits, and what these characters were setting out to achieve through the play.

5 – Character connection board 4 points

Create a character connection board (similar to ones we see on crime investigations TV shows where photos/names/family connections/friendship connections are linked). This will take the form of a visual representation where the relationships and connections between the characters are identified.

6 – Plot summary song/jingle 6 points

Write a plot summary of the play you have studied and turn the information into a song/jingle. You can perform this with the use of musical instruments or backing music from your own creation or an already existing song/piece of music where you have changed the lyrics. You may perform this live in front of the class, small group of students, or pre-record/film it at home and play it through the IWB.

7 – Scene performance (puppet/shadow theatre) in PAIRS 6 points

You may choose to work in pairs – or max group of 3 (THREE) - where you will select a scene from the play you have studied and act it out in the form of a mini drama production. This production may be in the form of puppet/shadow theatre or other theatre style where the characters (puppets/socks/shadows) act and you voice them from behind your mini stage. You will also be responsible for creating your own puppets, stage and curtain.

8 – Model of Globe theatre 8 points

You are well aware of the Globe Theatre that many of Shakespeare’s plays were performed in. As you have studied and researched the structure of the theatre and the purpose of it various levels, stages and rooms/lofts, build a 3D model of it, including labels of the stages, storage lofts, flag, accurate shape and seating/standing room. You MUST also include a brief description of what each level of the Tiring House was for and what it consisted of (eg: main stage, balcony stage, storage lofts, etc.)

9 – Theme essay 10 points

Write an essay (1.5 – 2 A4 pages) in which you describe and explain TWO themes of your choice which are expressed in a the play you studied. You will need to follow the TEEAL structure for your paragraphs. Make sure you: identify and explain the themes, reference specific quotes/examples from the text to support the expression of your themes (THREE quotes/examples per theme, and discuss ONE specific character which exemplifies each theme.

10 – Creative writing (alternative ending – Final scene) 10 points

Write an alternative ending to the play – re-write the last scene in the form of a short story. Your main characters are to remain the same but you may add in a new character, location/setting, resolution to the problems experienced throughout the play. This needs to be approx. 1.5 – 2 pages long.

**Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_