

Musical Theatre Performance using Technology

Create a One- Minute Commercial

1. Students are to form groups of 3 to 6.
2. As a group, students will decide upon a product that appeals to them to promote in a one-minute commercial that emphasizes the use of choreography, sound, attitude and includes a message about that product. For example: You are cool if you have Ipod or wear clothes from the GAP or OLD NAVY and if you Drink Milk, you'll Love Life.
3. Instrumental music will provide a background mood for the commercial.
4. No group will promote the same product, therefore, as soon as your group knows what product they wish to promote, let the teacher know as soon as possible to avoid disappointment.
5. As a group, students will brainstorm and choose important key words and images associated with the promotion of their product that could be used when creating their script and performance. Each member of the group is limited to ONE line; therefore, the group needs to carefully consider their decisions of what text is necessary to convey the message clearly and concisely. In addition, the cast will be given the option to say ONE choral line, generally said at the end of the commercial. Any exceptions must have the approval of the teacher.
6. Students will share their ideas and interpretations with the members of their group. Each individual student in the group will write 6 catchy phrases that describe: WHAT is the product?; WHO will use it?; WHERE can it be purchased?; WHEN is it used?; WHY would I use it?; HOW much does it cost?; and, a final catch-all line. Share phrases and brainstorm those that the group feels would be most effective. Then, highlight the ones chosen by the group to be used in their commercial.
7. As a group, students will submit a script including the cues for music/sound, lighting, choreography, blocking and text to the teacher, in its entirety, the day of the tech/dress rehearsal.
8. Homework: Students are to observe television commercials to gather ideas for this group assignment. Students are encouraged to imitate choreography, movement and attitude that is present in the commercials they observe. In addition, students are reminded to review the combinations of movement and sound techniques taught in earlier classes as well as the techniques of choral reading when they are working to create an interesting and creative performance.
9. Students will have two working days to prepare this assignment (Note: the third day will be a costume/technical rehearsal). All groups will have their performances videotaped on the fourth day for playback and reflection on the fifth day).
10. Refer to the rubric for guidelines of performance. Remember costumes, set design, lighting/sound, staging and commercial motivations must compliment the artistic/expressive motivations.
11. All students will complete an Evaluation of Creative Process within a Group and hand it in the day of their performance.

ONE - MINUTE COMMERCIAL FOR:

Date:

Period:

Group Members:

Title of Commercial: _____

Choice and use of Costumes and Props:

_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1

Set Up and Strike

Set Dressing	4	3	2	1
Introduction	4	3	2	1
Tableaux (Opening and Closing)	4	3	2	1
Blocking & Business	4	3	2	1
Choreography (Impression/Creative/Suitable)	4	3	2	1
Choreography (Execution/Clarity)	4	3	2	1

Body Language of Character (Posture and Movement)

_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1

Facial Expression and Attitude

_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1
_____	4	3	2	1

Music/Sound Effects/Offstage Lines/Walk- ons:

4	3	2	1
4	3	2	1

Entertainment Value and Audience Appeal:

4	3	2	1
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Was the message clear?

YES	NO
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ADDITIONAL COMMENTS:

DANCE
FEST

Ontario
Secondary
School



EVALUATION OF CREATIVE PROCESS WITHIN A GROUP

NAME OF GROUP: _____

Criteria	Level 1	Level 2	Level 3	Level 4
A Contribution of Ideas	Contributes with minimal effectiveness	Contributes ideas with limited effectiveness	Contributes ideas regularly and effectively	Consistently contributes highly effective ideas
B Sensitivity to the feelings, knowledge and abilities of other group members	Demonstrates an inability to work or communicate with others of differing knowledge and abilities	Has difficulty adjusting to accommodating knowledge and abilities of other group members	Demonstrates an ability to work with the knowledge and abilities of other group members	Demonstrates insight concerning the levels of knowledge and abilities of other group members
C Contribution of Costumes, Props, Music	Contributes with minimal effectiveness	Contributes ideas with limited effectiveness	Contributes with effectiveness in 2 out of 3 areas or assists other group members	Consistently contributes for self and others in at least 2 of the 3 areas
D Concentration, Focus	Minimal concentration and focus on task	Concentrates with with limited effectiveness	Concentrates regularly and effectively	Demonstrates the ability to focus on challenging tasks with a high degree of effectiveness
E Rehearsal and Refinement of Presentation	Makes little to no effort to rehearse and refine work	Rehearses from a highly subjective perspective and makes limited refinements	Rehearses and refines work from a reasonably objective perspective	Rehearses and refines work thoroughly and from as many points of view as is useful (example: actor and audience)

NAME OF GROUP MEMBERS:

	A	B	C	D	E
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

EVALUATED BY: _____