

## **Instructions:**

You must complete one play review and one argumentative script analysis throughout the course of the semester. *One of these assignments must be submitted no later than Tuesday, October 23rd and the other no later than Thursday, December 20th.* You may submit the assignments in any order.

**These assignments will not be accepted late.**

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### **Play Review/Critique (1 per semester) – 50 possible points**

*(See a play and write a review, following the guidelines listed below. The show must be high school level, community theatre, or professional theatre.)*

***Due no later than ONE WEEK after you see the production – ON TIME = 5 POINTS)***

FIRST PARAGRAPH (5 points): Include: The name of the production, the producing company, the date of the performance, the location of the performance, very brief plot summary.

SECOND PARAGRAPH (10 points): Critique of technical aspects (costumes, set, lighting, sound). What worked? What was effective? What didn't work and was not effective?

THIRD PARAGRAPH (10 points): Critique of director's choices, concept.

FOURTH PARAGRAPH (10 points): Critique of acting and choreography (if you see a musical). What worked/was effective? What didn't work/was not effective? Mention specific actors who stood out positively and negatively and the specific choices that they made.

FIFTH PARAGRAPH (5 points): Summarize review – would you recommend this show to someone else? Why or why not?

ATTACH A PLAYBILL OR TICKET STUB TO YOUR REVIEW (5 points). USE SPECIFIC EXAMPLES FROM THE SHOW. Don't use language like "I liked this" or "This was good" – Explain why something worked well or why it did not.

## Argumentative (Persuasive) Script Analysis Paper

*Read a full-length (at least 2 acts) published play and, following the guidelines below, write a paper arguing whether or not the Peak Players should produce this play. Must be typed, 12 point font, single spaced.*

Paragraph	6	5	3	1	Tally
<b>1. Introduction</b> Title Author Publishing Company Date Published Genre of the Play	Includes all five of the introductory elements of the script, a “hook” to pull in the interest of the reader, and a thesis that clearly takes <b>one position as to whether or not the Peak Players should produce this show.</b>	Includes all of the introductory elements of the script and a clear thesis, but there is nothing in the writing of the introduction to “hook” the reader.	Includes all of the introductory information about the script, but the thesis is not clear.	Includes no thesis and is missing multiple introductory elements of the script.	
<b>2. Plot and Dialogue, Language</b>	Includes a very brief summary of the plot ( <i>2-3 sentences to establish beginning, middle, end</i> ) and uses multiple events in the plot AND multiple examples of dialogue from the script to clearly support thesis.	Includes a very brief summary of the plot ( <i>2-3 sentences to establish beginning, middle, end</i> ) and uses 3 events or examples of dialogue from the script to support thesis.	Plot summary may be too brief or too long and there are only two events or examples of dialogue from the script to support thesis.	May be lacking a summary of the plot or lacking sufficient examples from the script to support thesis.	
<b>3. Characters</b> (Helpful hints: think of cast, age ranges of characters, required nationalities or races, demands of accents/dialects, or “life knowledge” that a young actor may not have, etc.)	Provides a thorough description of the variety of characters in the script and uses at least 4 specific characters (or groups of characters) to support thesis as to whether or not Peak Players actors could successfully perform these roles.	Provides a description of the variety of characters in the script and uses at least 3 specific characters (or groups of characters) to support thesis.	Provides a description of the variety of characters in the script and uses only two specific characters (or groups of characters) to support thesis.	Description of variety of characters is very weak and there is only one example from the script to support thesis.	
<b>4. Technical Requirements</b>	Student identifies the time period and all of the locations in the script and uses specific examples of props, set, lights, sound, and costumes and any challenging elements to support thesis.	Student identifies the time period and locations in the script and uses general examples of props, set, lights, sound, costumes, and any challenging elements to support thesis.	Student may not identify the time period or all of the locations in the script or uses few examples of the technical requirements to support thesis.	Student may not identify the time period and all of the locations in the script and has only one technical requirement from the script to support thesis.	
<b>5. Refutation</b>	Acknowledges the opposing view; gives at least 2 of their main arguments and refutes them.	Acknowledges the opposing view; gives at least one of their main arguments and refutes it.	Refutation is vague.	Refutation is missing.	
<b>6. Conclusion</b>	Summarizes paper without restating the introduction and provides a “nail” to finally and ultimately convince the reader of the argument.	Summarizes paper without restating the introduction. Final effort of “nail” to convince reader could be stronger.	Summarizes paper but it is too similar to the introduction and lacks a final “nail” to convince reader of thesis.	Summary is weak or identical to introduction.	
<b>Mechanics</b>	Contains no more than 3 spelling or grammatical errors, utilizes sentence variety and strong word choice.	Contains more than 3 but less than 5 spelling/grammatical errors, has some sentence variety, good word choice	Contains more than 3 but less than 7 spelling/grammatical errors, lacks sentence variety, weak word choice.	Contains more than 7 spelling/grammatical errors, lacks sentence variety, fails to “hook” and keep reader’s attention, fails to support thesis.	

TOTAL RUBRIC POINTS \_\_\_\_\_

POINTS OUT OF 100 \_\_\_\_\_