**Ancient Greek Mini Play Project**

For this project, you will demonstrate your understanding of Ancient Greek theater by writing and performing an original mini play in this style. Please follow all directions carefully.

1. In groups, research a popular Greek myth or fable that you would like to adapt.
2. Democratically decide on a myth.
3. Cast your mini play. You must cast characters and chorus.
4. As a team, write a script that follows the structure of an Ancient Greek tragedy. Use the instructions below to guide your script writing.
5. Memorize and rehearse your mini play.
6. Perform your mini play.

**Your script must have the following structure:**

**Prologue**: A character or the chorus speaks directly to the audience.  Tell us what the play is going to be about, what background info is necessary to understand the beginning of the story, and lesson(s) what the audience will learn from it.

**Parados (1st Chorale Ode)**: The Chorus, in unison, will praise the gods or a particular god. Then tell us what has just happened before the beginning of the action of the play.  They should also tell us who they are. *(Remember that the Chorus is never a group of random people, but people who have some stake in the events of the play.)* The Chorus must speak in unison and in verse. The Chorus must use large, symbolic gestures in unison.

**Episode 1**: Characters, act out the beginning of the action of the play.  If you want, you can have the chorus interrupt the action to ask questions or make comments. Remember that characters in Greek Tragedy tend to talk a lot about decision-making and moral choices (*ie. What should I do?  Am I doing the right thing?)*  Remember that anything violent should take place off stage, with a character or "messenger" entering to tell us what happened.

**Choral Ode**: Chorus, in unison, comments about the events of the episode and/or the theme of the story. The chorus may also pray to the gods for assistance or resolution.

**Episode 2:** Characters act out the next part of the story.

**Choral Ode**: Same as Choral Ode 1

**Final Episode:** Characters act out the end of the story.

**Exodus**: As or after Characters leave, the Chorus tells us what lesson(s) we have learned from the story.

Performer’s Name:

**Ancient Greek Mini Play Rubric**

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| **Grade** | **A***Performance & script demonstrate an excellent understanding of Ancient Greek theater traditions.* | **B***Performance & script demonstrate a good understanding of Ancient Greek theater traditions.* | **C/D***Performance & script demonstrate a weak understanding of Ancient Greek theater traditions.* | **D/F***Performance & script demonstrate a poor understanding of Ancient Greek theater traditions.* |
| **Memorization****and Preparedness** | * Lines are memorized. Student does not make mistakes during performance.
* Student is calm, focused, and prepared.
 | * Lines are mostly memorized. Student makes few minor mistakes during performance.
* Student is mostly focused and prepared.
 | * Lines are not well memorized. Student makes several mistakes during performance.
* Student is not very focused and seems underprepared.
 | * Lines are not memorized. Student makes frequent mistakes or requires the script to perform.
* Student is unfocussed and is not prepared.
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| **Character-ization** | * Strong, easily observable character trait(s) and/or personality type.
* Does not break character.
* Student uses voice to clearly express their character’s personality.
* Student uses body to clearly express their character’s personality.
 | * Observable character trait(s) and/or personality type.
* Rarely breaks character.
* Student uses voice to express their character’s personality.
* Student uses body to express their character’s personality.
 | * Character trait(s) and/or personality type are difficult to observe.
* Breaks character often.
* Student barely uses voice to express their character’s personality.
* Student barely uses body to express their character’s personality.
 | * No clear character trait(s) or personality type.
* Student does not use voice to demonstrate their character’s personality.
* Student does not use body to express their character’s personality.
* Student takes no risks.
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| **Voice and Body** | * Lines are properly projected.
* Successfully and consistently uses pitch, inflection, pauses, and other vocal techniques to express emotion.
* Every word is articulate and understandable.
 | * Lines are delivered in a loud voice, but are not always properly projected
* Uses pitch, inflection, pauses, and other vocal techniques to express emotion.
* Most words are articulate and understandable.
 | * Lines are not loud enough or properly projected.
* Sometimes uses pitch, inflection, pauses, and other vocal techniques to express emotion.
* Many words are inarticulate and hard to understand.
 | * Lines are quiet and without projection.
* Does not use pitch, inflection, pauses, or other vocal techniques to express emotion.
* Nearly all words are inarticulate and hard to understand.
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| **Script and Performance** | * Script follows the correct format shown in the prompt.
* Script includes thoughtful use of the Chorus.
* Script it interesting, thoughtful, and entertaining.
* Staging is representative of Ancient Greek performance.
 | * Script mostly follows the correct format shown in the prompt.
* Script includes appropriate use of the Chorus.
* Script is interesting and entertaining.
* Staging is mostly representative of Ancient Greek performance.
 | * Script does not always follow the correct format shown in the prompt.
* Script includes some use of the Chorus.
* Script is weak, but is still entertaining.
* Staging not very representative of Ancient Greek performance.
 | * Script barely or does not follow the correct format shown in the prompt.
* Script includes no or inappropriate use of the Chorus.
* Script is undeveloped.
* Staging is not at all representative of Ancient Greek performance.
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