Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Adv Drama - INSIDE OUT** **– SHOW ME YOUR EMOTIONS!**

1. \_\_\_Your task is to get into a group of four to five actors.
2. \_\_\_Write a scene using the character emotions from Inside Out. Joy, Sadness, Fear, Disgust and Anger. You can refer to the print out poster.
3. \_\_\_The scene should be at least three pages long (front and back is fine).
4. \_\_\_You can use the ideas below for inspiration, but you must come up with a new scenario to act out.
5. \_\_\_ Mr. Lopez will choose who gets to be which emotion. It doesn’t need to be gender specific when you act it out. I’m looking to see if you can convey the proper emotion.

SCENARIO IDEAS:

1. It’s Riley’s first day of middle school. She has to go to the restroom, but it smells in there…
2. It’s Riley’s first time at Great America. She loves the sights, sounds and smells of the park, but she’s nervous to go on Drop Zone…
3. It’s Riley’s first date. She’s at the movies with him, but he runs into his ex girlfriend…
4. Riley is on her way to take her final for Math Class…
5. It’s the State Championships for Riley’s Hockey Team…
6. Riley is hanging with her friends in San Francisco, when one of them decides to steal from the store…

**Drama Rubric– Inside Out Emotions** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students will get into groups of five and write a scene Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

using the emotions for Inside Out. The students will Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

perform this scene, but Mr. Lopez will switch the actors

with the characters to see if each actor can convey each

emotion.

**IB MYP Criterion C: Thinking Creatively \_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student demonstrates **limited** application of skills and performance techniques. |
| 3-4 | The student demonstrates **adequate** application of skills and performance techniques. |
| 5-6 | The student demonstrates **substantial** application of skills and performance techniques. |
| 7-8 | The student demonstrates **excellent** application of skills and performance techniques. |

1. Groups of five wrote a scene using the emotions \_\_\_\_\_

2. Actors clearly performed the different emotions \_\_\_\_\_\_

3. Students collaborated.

 \_\_\_\_\_\_

4. Loud and Clear \_\_\_\_\_\_

**ATL: Creative Thinking Score \_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
|  0 | I did not reach a standard described by any of the descriptors. |
| 1-2 | I demonstrated **limited** artistic intention and behaviors today. |
| 3-4 | I demonstrated **adequate** artistic intention and behaviors today. |
| 5-6 | I demonstrated **substantial** artistic intention and behavior today. |
| 7-8 | I demonstrated **excellent** artistic intention and behaviors today. |