

Years 7–8 assessment techniques and conditions

The Arts – Drama

This document outlines assessment techniques and response conditions that could be used to achieve range and balance within an assessment program. Schools should consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques, modes and response conditions.

| | Techniques | | | |
|----------------------|--|---|---|--|
| | Project — devise drama | Performance | Short response | Examination |
| Description | focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings. | focuses on the application of knowledge, processes, and/or performance skills to demonstrate a physical response, presentation, or a production. Responses reflect purpose and context and may be under supervised conditions. | focuses on responding in a succinct and targeted way to a task or stimulus. | focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s. |
| Learning area advice | Students devise drama which may be through improvising or responding in role, using a script or stimulus to shape drama and communicate ideas, perspectives and/or meaning. Devising skills involve conceptualising, interpreting stimulus or working with stagecraft. Students can devise drama individually or collaboratively; however, collaboration needs to be evident for a devising response across the band. Considering purpose, audience and context, students shape and sustain drama by manipulating: | Students use performance skills to perform drama to communicate ideas, perspective and/or meaning. Performance skills are comprised of: <ul style="list-style-type: none"> • performance skills, e.g. audience awareness, energy levels, focus, working in an ensemble • expressive skills, e.g. body language, movement qualities, vocal qualities A performance may use a stimulus, e.g. play text, and be individually and/or collaboratively devised by a student, teacher and/or guest artist. All | Students respond to their own or others' drama work/s to provide a succinct and targeted response or a series of short responses. Assessment tasks may include responses that allow students to engage with the stimulus, ideas or information and use drama terminology, knowledge, understanding and skills to: <ul style="list-style-type: none"> • describe respectful approaches to creating, performing and/or responding to drama • analyse how elements of drama and/or conventions are manipulated | Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. section or scene from a performance, short film, contextual information. <p>Note:</p> <ul style="list-style-type: none"> • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. |



| Techniques | | | | |
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| | Project — devise drama | Performance | Short response | Examination |
| | <ul style="list-style-type: none"> elements of drama, e.g. role, character, place, time, language, situation, movement, relationships, voice, tension, mood/atmosphere, space, contrast, focus, symbol conventions, e.g. using song, chorus work, slow motion, breaking the fourth wall. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p> | performances consider purpose, audience and/or context. An annotated script, if relevant, identifying individual role/s accompanies a performance. | <ul style="list-style-type: none"> evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. | <ul style="list-style-type: none"> Unseen stimulus should not have directly used in class. |
| Modes | written, spoken/signed, practical [^] or multimodal | practical [^] or multimodal | written, spoken/signed or multimodal | written |
| Examples | <p>Examples may include:</p> <ul style="list-style-type: none"> improvisation demonstration of a concept such as practical directing response in-role, e.g. hot seat, monologue character brief set or costume design script concept/director's pitch. | <p>Examples may include:</p> <ul style="list-style-type: none"> performance of an improvised, devised or scripted drama, e.g. live, recorded, multimodal practical role-play or learning activity. | <p>Examples may include:</p> <ul style="list-style-type: none"> artist statement, e.g. analysing and/or evaluating choices in students' own performance a response to interview questions a panel discussion a reflection a digital response, e.g. serialised narrative, vlog, journal. | <p>Examples may include:</p> <ul style="list-style-type: none"> analyse the ways meaning is communicated in a stimulus review, e.g. scene or short film response to a series of questions relevant to the provided stimulus. |

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|------------|---|---|--|--|
| | Project — devise drama | Performance | Short response | Examination |
| Conditions | <p>Suggested length:*</p> <ul style="list-style-type: none"> written responses <ul style="list-style-type: none"> – up to 400 words – 2 pages spoken/signed responses 1–2 minutes practical or multimodal responses 1–2 minutes <ul style="list-style-type: none"> – up to 8 annotated images practical directing up to 2 scenes or up to 3 minutes. | <p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal responses 1–2 minutes. | <p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 50–150 words per item, up to 500 words for the task or folio of responses spoken/signed responses 1–2 minutes. | <p>Suggested time:</p> <ul style="list-style-type: none"> up to 70 minutes, plus 10 minutes planning over a single allocation of time or over several lessons, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short, extended or combination responses 200–400 words, comprising <ul style="list-style-type: none"> – short responses 50–150 words per item – extended responses 200–400 words per item. |

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^ All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



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