

Drama 2019 v1.1

IA2: Sample assessment instrument

Project — dramatic concept (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Analysing written literacy skills	3	
Analysing and evaluating a performance/production	6	
Demonstrating an understanding of the elements of a drama	3	
Devising and arguing a dramatic concept	8	
Overall	20	

Conditions

Technique	Project — dramatic concept
Unit	Unit 3: Challenge
Topic/s	Area of study: How can we use drama to challenge our understanding of humanity?
Duration	14–16 hours
Mode/length	Analysis and evaluation: <ul style="list-style-type: none">• Written: maximum 400 words My concept: <ul style="list-style-type: none">• Multimodal (.pdf of slideshow): maximum 800 words including digital record of 10–12 images
Individual/group	Individual
Other	Live or live recorded performance of a theatrical work must be identified in the task. Submission <ul style="list-style-type: none">• dramatic concept — .pdf

Context

In this unit, you have explored how drama can be used to challenge our understanding of humanity, empower us to question society now and advocate change. You have been exposed to the potential of Theatre of Social Comment as a political tool. As an artist, it is crucial to not merely reproduce the ideas and works of others but find your own voice and use it so your values and world view are noticed.

The Brisbane Powerhouse is an arts institution committed to a diversity of views and political perspectives. They are seeking original works that express the political views of young artists for inclusion in their Theatre Development Program.

Task

Working as a theatre-maker, you will view National Theatre's production of *Saint Joan*. Using this production as stimulus, you must identify one key convention of a Theatre of Social Comment style used in this production and devise an original dramatic concept that expresses a political view. Your original devised concept must express a clear purpose and a chosen context to communicate your point of view through a written and digital record of key moments of dramatic action.

Your dramatic concept must organise information under the following headings:

- Analysis and evaluation (400 words)
 - How was the convention manipulated to create dramatic action and meaning?
 - How effectively did the chosen convention contribute to communicating a political view?
- My concept (800 words, 10–12 images of dramatic action)
 - identify in an opening explanatory paragraph
 - your selected Theatre of Social Comment style (e.g. Epic Theatre, Theatre of the Absurd, Contemporary Political Theatre)
 - the chosen purpose and context of your concept, making direct reference to how the original chosen convention will be manipulated, and ensuring that your chosen convention is suitable for the selected style
 - develop a storyboard with 10–12 annotated images of 'key moments' of dramatic action that represent, through the use of actors, your choices in relation to the application of the original chosen convention (as well as other conventions) in expressing a clear social comment
 - argue how the dramatic languages have been used to communicate dramatic action and meaning in relation to your chosen context and purpose
 - make specific reference throughout your storyboard to the original chosen convention of your Theatre of Social Comment style as well as other relevant conventions for your selected style.

To complete this task, you must:

- **demonstrate** an understanding of the elements of drama in a dramatic concept
- **apply** written literacy skills using drama terminology and language conventions to communicate the dramatic concept

- **apply** and **structure** the key convention, as well as other conventions of a selected Theatre of Social Comment style using the skill of devising
- **analyse** how the key convention of the selected form/style is used to create dramatic action and meaning
- **evaluate** and **justify** the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning
- **synthesise** and **argue a position** about choices regarding dramatic action and meaning in the dramatic concept.

Stimulus

Saint Joan — National Theatre production, 2017 (recorded live performance)

Checkpoints

- 4 hours: Discussion and feedback
- 8 hours: Interview, discussion and feedback
- 12 hours: Final interview

Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students will provide documentation of their progress as indicated in checkpoints.
- Students must submit a declaration of authenticity.

Scaffolding

- Reflect on the professional live performance of National Theatre's *Saint Joan* to consider the production's dramatic meaning, purpose and context, and how the selected convention of Theatre of Social Comment contributes to the communication of dramatic meaning and expression of a political view.
- Refine your analysis and evaluation in short essay format, drafting paragraphs using appropriate language conventions, e.g. spelling, punctuation.
- Use appropriate dramatic languages to support your analysis and ensure that your selected convention is also the same as the convention you are applying and structuring in the 'My concept' component.
- Consider differing political stimulus to conceptualise and devise your original dramatic concept.
- Identify key moments that best capture your dramatic ideas.
- Use your peers to rehearse, enact and film or photograph your concept, developing key moments that will be captured as storyboard images that best illustrate your intent.

- Use appropriate ICT skills and techniques to present dramatic action and communicate meaning and purpose.
- Organise your concept by drawing together the choices made to communicate dramatic action and meaning, making explicit and direct references to the original chosen convention and other dramatic languages.

Instrument-specific marking guide (IA2): Project — dramatic concept (20%)

Criterion: Applying written literacy skills

Assessment objectives

- apply written literacy skills using drama terminology and language conventions to communicate dramatic concept

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> application of written literacy skills through articulated ideas and controlled structure, enhanced and informed by relevant drama terminology and language conventions 	3
<ul style="list-style-type: none"> application of written literacy skills using drama terminology and language conventions to communicate dramatic concept 	2
<ul style="list-style-type: none"> use of drama terminology 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Analysing and evaluating a performance/production

Assessment objectives

- analyse how the convention of the selected form/style is used to create dramatic action and meaning
- evaluate and justify the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> analysis shows deconstruction of dramatic action to distinguish choices made to create dramatic meaning evaluation and justification uses discriminating examples that reveal the interrelationship between purpose, context and meaning 	5–6
<ul style="list-style-type: none"> analysis examines how the convention of a selected Theatre of Social Comment style is used to create dramatic action and meaning evaluation and justification of the use of a convention of a selected Theatre of Social Comment to communicate dramatic meaning 	3–4
<ul style="list-style-type: none"> identification of a convention of a selected Theatre of Social Comment style description of the use of a convention of a selected Theatre of Social Comment style 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Demonstrating an understanding of the elements of drama

Assessment objectives

1. demonstrate an understanding of the elements of drama in a dramatic concept

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• demonstration of an understanding of elements of drama in the chosen style/form, making clear the interconnected nature of dramatic action and dramatic meaning	3
<ul style="list-style-type: none">• demonstration of an understanding of elements of drama in a dramatic concept	2
<ul style="list-style-type: none">• identification of elements of drama	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Devising and arguing a dramatic concept

Assessment objectives

3. apply and structure the conventions of a selected Theatre of Social Comment style using the skills of devising
8. synthesise and argue a position about choices regarding dramatic action and meaning in the dramatic concept

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• application and structuring shows a concept that reveals the subtleties of meaning and interrelationship between purpose, context and conventions of style• synthesis and argument of a position using references to storyboard to reinforce clear connections between purpose and context	7–8
<ul style="list-style-type: none">• application and structuring shows cohesion by clearly communicating purpose and context• synthesis and argument of a position shows clear connections between purpose and context	5–6
<ul style="list-style-type: none">• application and structuring of conventions of a selected Theatre of Social Comment style, using the skill of devising• synthesis and argument of a position about choices regarding dramatic action and meaning	3–4
<ul style="list-style-type: none">• organisation of ideas to demonstrate a convention of drama• opinions provided about choices of dramatic action	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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