

Drama 2019 v1.1

IA3: Sample assessment instrument

Project — practice-led project (35%)

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
Demonstrating an understanding of the elements of a drama	3	
Applying digital literacy skills	3	
Applying and evaluating the use of dramatic languages	13	
Interpreting purpose and context	8	
Manipulating dramatic languages to create dramatic action and meaning	8	
Overall	35	

Conditions

Technique	Project — practice-led project
Unit	Unit 4: Transform
Topic/s	Area of study: How can you transform dramatic practice?
Duration	Directorial vision: 12–18 hours; Performance: 6–9 hours
Mode/length	Directorial vision (individual multimodal presentation — combining spoken word with digital visual presentation): 5–7 minutes Performance: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes)
Individual/group	Individual or group (2–4 people)
Other	Inherited published text (Greek, Elizabethan or Neoclassical) identified in task. Submission <ul style="list-style-type: none">• directorial vision — .mov, .mp4 or .avi for dynamic files• performance — .mov, .mp4 or .avi for dynamic files• text with role highlighted with brief annotations — .pdf

Context

In this unit, you have been exploring how you can transform dramatic practice. By manipulating and shaping the dramatic languages you can reframe purpose, context and meaning of inherited texts into a contemporary performance.

You have been approached by the Queensland Emerging Artists' Program to pitch an original directorial vision to be considered for the 2021 Queensland Youth Shakespeare Festival.

Once all pitches have been delivered, a decision will be made about which vision will be presented in the festival. The presentations will demonstrate a reimagining of William Shakespeare's tragedy *King Lear*, to engage a modern audience and reflect contemporary performance trends.

Task

Work in role as director to present a multimodal pitch, combining spoken word with a digital presentation that includes moving or still images. Your directorial vision will describe how the *King Lear* play text is transformed into a Contemporary performance, addressing the needs of a 21st century audience. In creating your pitch, you may edit, reframe and re-sequence the text, but the text cannot be rewritten. You may use an excerpt/s of the text to justify and evaluate your dramatic choices in reframing key moment/s, ensuring that the focus is on transforming the play as a whole.

As a group or individual, you will then select a directorial vision and enact a portion of the text using contemporary performance conventions inspired by the chosen directorial vision.

You will be assessed individually.

To complete this task, you must:

- individually develop a directorial vision to be delivered through a multimodal pitch that
 - **applies** digital literacy skills by combining spoken word with a digital visual presentation to communicate dramatic ideas
 - **demonstrates** how the elements of drama and conventions of Contemporary performance will be manipulated to transform a selected inherited *King Lear* text
 - **applies** and **structures** dramatic languages to make clear the relationship between text, purpose, context and dramatic meaning in the vision
 - **evaluates** and **justifies** the use of the dramatic languages against stated purpose and dramatic meaning
- complete a performance as an ensemble or a one-person show that will be
 - informed by ideas presented in the directorial visions, teacher feedback and further contributions by the ensemble (as appropriate)
 - presented as a reframed excerpt of the selected inherited *King Lear* text **manipulating** the dramatic languages of Contemporary performance to create dramatic action and **interpret** purpose and context to communicate dramatic meaning.

Stimulus

King Lear script — William Shakespeare, Penguin Classics, 2015

Nominated directorial vision for performance

Checkpoints

Directorial vision

- 12 hours: Draft discussion and feedback

Performance

- 2 hours: Viewing or rehearsal, discussion and feedback
- 6 hours: Viewing of final rehearsals

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.
- You must submit a declaration of authenticity.

Scaffolding

Directorial vision

- Reflect on your pitch to consider:
 - how the selected context of the performance will facilitate a clear relationship between dramatic action and dramatic meaning
 - how the dramatic meaning and purpose will be illuminated using contemporary performance conventions
 - how and why the elements of drama will contribute to the impact of the production (highlighted through a selection of examples supported by visual images)
 - which key moments will best highlight your directorial vision
 - how the transformation will address the needs of a 21st century audience
 - how the vision you have created reflects your own artistic voice as a director.

Performance

- Consider:
 - ensemble members who will support your vision (as appropriate)
 - which directorial vision will be developed, reflecting on
 - ideas presented
 - teacher feedback
 - further contributions by others in the group (if working as a member of an ensemble).

- Reflect on what is the intended dramatic meaning, purpose and context for transformed performance by interpreting the selected play text excerpt.
- Use acting skills (including movement, voice, stagecraft and working as an ensemble) to create dramatic action and meaning.
- Reflect on the manipulation and demonstration of the dramatic languages by blocking the script in stage space and through annotating choices made in relation to blocking, characterisation, voice, movement and purpose, context and meaning.
- Consider what relevant elements of drama and conventions of Contemporary performance will contribute to the overall impact of the work.
- Seek and consider feedback through rehearsals to polish acting skills (including movement, voice, working with stagecraft and working as an ensemble) to create an engaging performance.

Instrument-specific marking guide (IA3): Project — dramatic concept (35%)

Criterion: Demonstrating an understanding of the elements of drama

Assessment objectives

1. demonstrate an understanding of the elements of drama

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 the elements of drama	2
<ul style="list-style-type: none">• identification of isolated elements of drama	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Applying digital literacy skills

Assessment objectives

2. apply digital literacy skills to communicate ideas

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• application of digital literacy skills enhances communication by making connections between ideas	3
<ul style="list-style-type: none">• application of digital literacy skills to communicate ideas	2
<ul style="list-style-type: none">• use of digital media in the directorial vision	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Applying and evaluating the use of dramatic languages

Assessment objectives

3. apply and structure the dramatic languages to transform text using the conventions of Contemporary performance through the skills of directing
7. evaluate and justify the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • application and structure shows a vision that synthesises purpose, context and conventions of style to reveal subtleties of meaning • evaluation and justification reveals the interrelationship between purpose, context and meaning using discerning examples 	12–13
<ul style="list-style-type: none"> • application and structure shows the interrelationship between the chosen purpose and context that enriches text and dramatic meaning • evaluation and justification clarifies the relationship between conventions of Contemporary performance and dramatic meaning 	10–11
<ul style="list-style-type: none"> • application and structure shows selection of conventions of Contemporary performance to transform dramatic meaning • evaluation and justification of the vision highlights the impact of directorial choices in relation to purpose 	8–9
<ul style="list-style-type: none"> • application and structure of dramatic languages to transform text using the conventions of Contemporary performance through the skill of directing • evaluation and justification of the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning 	6–7
<ul style="list-style-type: none"> • application and structure shows management and shaping of the dramatic action to suit the context or purpose • evaluation and justification describes the relationship between elements and conventions of Contemporary performance 	4–5
<ul style="list-style-type: none"> • organisation of ideas to interpret text • description of elements of drama and conventions of Contemporary performance 	2–3
<ul style="list-style-type: none"> • communication of selected text and new context • description of isolated elements or conventions of Contemporary performance 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Interpreting purpose and context

Assessment objectives

5. interpret purpose and context in Contemporary performance to communicate dramatic meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• interpretation is enhanced by a synthesis of dramatic languages in Contemporary performance that reveals subtleties of meaning	7–8
<ul style="list-style-type: none">• interpretation shows exploitation of time, place and symbol to communicate a clear purpose and engage an audience	5–6
<ul style="list-style-type: none">• interpretation of purpose and context in Contemporary performance to communicate dramatic meaning	4
<ul style="list-style-type: none">• interpretation shows an understanding of situation, role and relationship in chosen text	2–3
<ul style="list-style-type: none">• text is recited	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Manipulating dramatic languages to create dramatic action and meaning

Assessment objectives

6. manipulate the elements of drama and conventions of Contemporary performance to create dramatic action and meaning

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• manipulation shows a sustained integration of the use of conventions, the skills of acting and the elements of drama to create engaging dramatic action	8
<ul style="list-style-type: none">• manipulation creates belief, energy and focus through the use of space, reacting to cues, rhythms of performance and ensemble (as appropriate)	7
<ul style="list-style-type: none">• manipulation of conventions of Contemporary performance through voice and movement is controlled, purposeful and focuses dramatic action and meaning	6
<ul style="list-style-type: none">• manipulation shows clear connections between purpose and context through conventions of Contemporary performance	5
<ul style="list-style-type: none">• manipulation of the elements of drama and conventions of Contemporary performance to create dramatic action and meaning	4
<ul style="list-style-type: none">• manipulation demonstrates the use of dramatic conventions to create action	3
<ul style="list-style-type: none">• use of vocal and movement qualities to communicate role and language to an audience	2
<ul style="list-style-type: none">• use of voice or movement to deliver text	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

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