

Drama 2019 v1.1

Unit 1: Sample assessment instrument

August 2022

Project — dramatic concept

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate an understanding of the elements of drama in a dramatic concept
2. apply literacy skills using drama terminology and language conventions to communicate dramatic concept
3. apply and structure the conventions of a selected linear or non-linear form/style using the skill of devising
4. analyse how the conventions of the selected linear or non-linear form/style are used to create dramatic action and meaning
7. evaluate and justify the use of a convention/s of a selected linear or non-linear form/style to communicate dramatic meaning
8. synthesise and argue a position about choices regarding dramatic action and meaning in the dramatic concept.

Note: Objectives 5 and 6 are not assessed in this instrument.

Subject	Drama
Technique	Project — dramatic concept
Unit	1: Share
Topic	—

Conditions			
Duration	14–16 hours		
Mode	—	Length	Analysis and evaluation (maximum 400 words) My concept (maximum 800 words), including digital record of 10–12 images
Individual/group	Individual	Other	<ul style="list-style-type: none"> • Submission <ul style="list-style-type: none"> – dramatic concept — pdf or .pptx
Resources available	<ul style="list-style-type: none"> • www.scatteredlives.com • www.scatteredlives.com/performance-dvd — DVD and production resource notes available on request by emailing scatteredlives@gmail.com 		
Context			
<p>In this unit, you have explored how drama can be used to share understandings of the human experience. You have experienced a range of linear dramatic forms and non-linear dramatic forms that have used a range of dramatic conventions to tell stories.</p> <p>Your local arts festival is exploring the theme of ‘community’ in Australia. The festival organisers are seeking original works that express a viewpoint on community for inclusion in the event.</p>			
Task			
<p>Working as a theatre maker, you will view <i>Scattered Lives</i> by Sally McKenzie. You must produce an original dramatic concept that expresses a clear purpose (to celebrate, document, empower or inform an audience) and chosen context to communicate dramatic action and meaning around the theme of community. One of the key conventions in the professional production of <i>Scattered Lives</i> will serve as a stimulus for your dramatic concept.</p> <p>Your dramatic concept must organise information under the following headings:</p> <ul style="list-style-type: none"> • analysis and evaluation (400 words) <ul style="list-style-type: none"> – How effectively was the convention of a linear or non-linear performance style manipulated to contribute to the communication of a clear purpose and context? • my concept (800 words, 10–12 images) <ul style="list-style-type: none"> – in an introductory paragraph, identify a chosen purpose and context. Make specific reference to the original chosen convention of a linear or non-linear style – make specific reference to the original chosen convention and other relevant conventions for this style – argue how the dramatic languages have been used to communicate dramatic action and meaning – develop a storyboard, using your peers to workshop key moments of staged dramatic action with explanatory paragraphs and annotations that document your dramatic ideas. 			

To complete this task, you must:
<ul style="list-style-type: none"> • apply literacy skills when analysing and evaluating the effective manipulation of the convention • apply and structure your own dramatic concept • demonstrate an understanding of the dramatic languages • synthesise the choices made to communicate dramatic action and meaning.
Stimulus
Recorded live performance: <i>Scattered Lives</i> (DVD, 2019) written and directed by Sally McKenzie, theCoalface Pty Ltd.
Checkpoints
Analysis and evaluation
<input type="checkbox"/> 4 hours: draft discussion and feedback
My concept
<input type="checkbox"/> 8 hours: interview, discussion and feedback
<input type="checkbox"/> 12 hours: final interview, discussion and feedback

Criterion	Marks allocated	Result
Applying literacy skills Assessment objective 2		
Analysing and evaluating a performance/production Assessment objectives 4, 7		
Demonstrating understanding of the elements of drama Assessment objective 1		
Devising and arguing a dramatic concept Assessment objectives 3, 8		
Total		

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.
- The teacher will ensure class cross-marking occurs.

Scaffolding

- Reflect on the professional performance of *Scattered Lives* to consider the production's dramatic meaning. Consider how the conventions of linear or non-linear forms and styles suitable for storytelling contribute to the communication of dramatic meaning.
- Refine your analysis and evaluation in short essay format drafting, with paragraphs using appropriate language conventions, e.g. spelling, punctuation.
- Consider differing viewpoints within your chosen purpose and context to conceptualise and devise your original dramatic concept.
- Identify key moments that best capture your dramatic ideas.
- Use your peers to rehearse and enact your moments to capture storyboard images.
- Organise your concept by drawing together the choices made to communicate dramatic action and meaning.



© State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. |

Attribution (include the link): © State of Queensland (QCAA) 2022 www.qcaa.qld.edu.au/copyright.