

Drama 2019 v1.1

Unit 1 sample assessment instrument

August 2018

Performance

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 the chosen form/style
5. interpret purpose and context within the chosen text to communicate dramatic meaning
6. manipulate the elements of drama and conventions of a selected linear or non-linear form/style to create dramatic action and meaning.

Note: Objectives 2, 3, 4, 7 and 8 are not assessed in this instrument.

Subject	Drama
Technique	Performance
Unit	1: Share
Topic	—

Conditions			
Duration	9–12 hours (rehearsal and presentation); this will involve class time and students' own time.		
Mode	—	Length	3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes)
Individual/group	Presented as a group (recommendation 2–10 people) but assessed individually.	Other	—
Resources available	<i>Fly-In Fly-Out</i> script		
Context			
<p>In this unit, you have explored a range of linear dramatic forms and non-linear dramatic forms to show how drama promotes shared understandings of the human experience.</p> <p>You will perform an excerpt of a script from a chosen form with the purpose of informing an audience of your peers.</p>			
Task			
<p>Working as an actor within an ensemble, using the skills of acting and manipulating the dramatic conventions of your chosen form/style, select an appropriate excerpt of <i>Fly-In Fly-Out</i> (Robert Kronk with Howard Cassidy) and create a polished performance for a chosen audience of your peers.</p> <p>You will be assessed individually.</p>			
To complete this task, you must:			
<ul style="list-style-type: none"> • interpret purpose and context using the skills of acting (including movement, voice, working with stagecraft and working as an ensemble) to communicate dramatic meaning • manipulate the dramatic conventions of chosen form/style in relation to your selected text to create dramatic action and meaning • demonstrate an understanding of the connections between the elements of drama • be filmed for evidence. 			
Stimulus			
<i>Fly-In Fly-Out</i> script (Robert Kronk with Howard Cassidy)			
Checkpoints			
<input type="checkbox"/> 4 hours: Rehearsal, discussion and viewing, feedback provided			
<input type="checkbox"/> 8 hours: Final rehearsal			

Feedback

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.

Scaffolding

You should:

- consider the group size, roles and appropriate section of the *Fly-In, Fly-Out* script
- workshop the excerpt and interpret the script to
 - decipher meaning and find the interrelationships between purpose, context and text in the dramatic action
 - consider the use of dramatic languages (including conventions of fluid characterisation, breaking fourth wall, emotional authenticity, scene transitions, freeze frame, minimalism) to create dramatic action and communicate dramatic meaning
- reflect on the manipulation and demonstration of the dramatic languages and provide a text with your role highlighted and brief annotations about decisions regarding blocking, characterisation, voice and movement
- consider production requirements, e.g. props
- focus on the interpretation and development of character by learning lines and getting off-script
- refine the manipulation of the dramatic languages in relation to feedback (teacher, peer and self) when rehearsing and polishing performance.