

Drama 2019 v1.1

Unit 2 sample assessment instrument

August 2022

Practice-led project

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
2. apply digital literacy skills to communicate ideas
3. apply and structure the dramatic languages to shape a text using the conventions of Magical Realism through the skills of directing
5. interpret purpose and context in a selected Magical Realism text to communicate dramatic meaning
6. manipulate the elements of drama and conventions of Magical Realism to create dramatic action and meaning
7. evaluate and justify the use of elements of drama and conventions of Magical Realism to communicate dramatic meaning.

Note: Objectives 4 and 8 are not assessed in this instrument.

Subject	Drama		
Technique	Practice-led project		
Unit	2: Reflect		
Topic	—		
Conditions			
Duration	<ul style="list-style-type: none"> • Directorial vision: 12–18 hours (including preparation and individual presentation) • Performance: 6–9 hours (including preparation and group presentation) 		
Mode	—	Length	<ul style="list-style-type: none"> • Directorial vision: 5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation) • Performance: 3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes)
Individual/group	<ul style="list-style-type: none"> • Directorial vision — individual • Individual or group (recommendation for group size 2–4 people) 	Other	—
Resources available	<i>Ruby Moon</i> (script, 2003) by Matt Cameron		
Context			
<p>In this unit, you have explored the power of drama to reflect lived experience. You have investigated the representational dramatic traditions of Realism and more contemporary dramatic styles associated with the realist style, such as Magical Realism, including Australian Gothic Theatre.</p> <p>This year's Queensland Dramafest is looking for directors for the upcoming production of Matt Cameron's <i>Ruby Moon</i>.</p> <p>You have been asked to pitch an original directorial vision to be considered for the event. Once all pitches have been delivered, a decision will be made as to which vision will be selected for mounting the work at the festival. The presentations will demonstrate a realisation of an excerpt of <i>Ruby Moon</i> to engage a contemporary audience.</p>			
Task			
<p>Work in role as director to present a directorial vision as a multimodal pitch, combining spoken word with a digital presentation that includes moving or still images. Your directorial vision will be achieved through consideration of the <i>Ruby Moon</i> text, articulating the purpose, context and meaning of the play. You may exemplify your directorial ideas for the play through an excerpt that you select to explore a key moment that informs and challenges audiences' understanding and empathy towards others' experiences. In creating your pitch, you may edit, reframe and re-sequence the text, but the text cannot be rewritten.</p> <p>As a group, you will then select a directorial vision and enact an excerpt of the text. You will use conventions of Magical Realism and mediatised drama inspired by the chosen directorial vision. You will be assessed individually.</p>			

To complete this task, you must:

- ensure that your directorial vision
 - **applies** digital literacy skills by combining spoken word with digital in a multimodal presentation to communicate ideas
 - **demonstrates** how the elements of drama and conventions of Magical Realism will be manipulated to transform the selected 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
- ensure that your performance
 - **interprets** purpose and context in the selected Magical Realism text to communicate dramatic meaning
 - **manipulates** the dramatic languages of Magical Realism to create meaning.

Stimulus

Ruby Moon (script, 2003) by Matt Cameron
Nominated directorial vision for performance

Checkpoints**Directorial vision**

- 6 hours: Draft discussion and feedback

Performance

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

Criterion	Marks allocated	Result
Demonstrating an understanding of the elements of drama Assessment objective 1		
Applying digital literacy skills Assessment objective 2		
Applying and evaluating the use of dramatic languages Assessment objectives 3, 7		
Interpreting purpose and context Assessment objective 5		
Manipulating dramatic languages to create dramatic action and meaning Assessment objective 6		
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.
- Students 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 conventions of Magical Realism
 - 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 use of visual images will exemplify your intended vision.

Performance

- Consider
 - ensemble members that will support your vision
 - which directorial vision will be developed, reflecting on
 - ideas presented
 - teacher feedback
 - further contributions by others in the group
 - reflect on what is the intended dramatic meaning, purpose and context for the performance by interpreting the selected excerpt
 - consider what relevant elements of drama and conventions of Magical Realism 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.
- Consider the manipulation and demonstration of dramatic languages and provide a text with your role highlighted and brief annotations about decisions regarding blocking, characterisation, voice and movement.



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