

Drama in Practice 2019 v1.0

Sample assessment instrument

November 2018

Performance — Audition piece

Information for teachers

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

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the performance

This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills. Performance assessments involve student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent.

In Drama in Practice, this technique assesses the demonstration and interpretation of dramatic principles, practices, concepts and ideas through acting, directing a performance, designing lighting, sound or audiovisual/multimedia, or conducting a drama workshop. It is the outcome of applying identified skills to dramatic works and involves the creative input of students.

In Drama in Practice, there must be at least one performance (acting) assessment separate to those included in projects.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Drama in Practice syllabus.

Assessment dimensions

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

- Knowing and understanding
- Applying and analysing
- Creating and evaluating.

Not every objective from each dimension needs to be assessed.

Subject	Drama in Practice
Technique	Performance — Audition piece
Unit number and module number and name	Unit: 4 Module: 4. All the world's your stage

Conditions	Units 3–4
Performance (screen acting)	2.5–3.5 minutes
Further information	
Duration (including class time)	10 weeks
Individual/group	Individual
Resources available	Access to: <ul style="list-style-type: none"> • audition monologue scripts for screen • video cameras.

Context

As a class, we have been developing skills for a career pathway with a focus on the stage or screen. The purpose of this task is to create part of a portfolio demonstrating the screen acting skills you have developed.

Task

Choose, prepare, rehearse and perform an individual dramatic work that would be suitable as an audition piece for a dramatic role in a short film.

To complete this task:

- select an appropriate monologue suitable for a film audition
- interpret the script, using the relevant conventions and elements of drama and dramaturgical devices to convey the script's narrative
- rehearse the script and create a performance of the monologue by applying rehearsal and performing considerations, e.g. audience awareness, energy levels, facial expressions, focus, line security, movement qualities, stagecraft and vocal qualities
- rehearse and refine technical acting skills to demonstrate dramatic principles and practices as a screen actor
- set up, practise and engage in technical production rehearsals to demonstrate and apply dramatic principles and practices, making any modifications as a result of technical considerations
- perform and film the audition piece.

Checkpoints

- Term [X] Week [X]/[X]: Present draft performance for the class
- [Due date]: Perform monologue for filming

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Respond to teacher feedback about draft performance.
- Your results may be cross-marked by a teacher from another class.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowledge and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> perceptive interpretation and coherent explanation of dramatic works and dramatic meanings proficient demonstration of dramatic principles and practices. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> informed interpretation and informed explanation of dramatic works and dramatic meanings competent demonstration of dramatic principles and practices. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> interpretation and explanation of dramatic works and dramatic meanings demonstration of dramatic principles and practices. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial interpretation and partial explanation of dramatic works and dramatic meanings partial demonstration of dramatic principles and practices. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal interpretation and minimal explanation of dramatic works minimal demonstration of dramatic principles and practices.
Applying and analysing	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> proficient and purposeful application of dramatic principles and practices when engaging in drama activities and/or with dramatic works coherent use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> competent application of dramatic principles and practices when engaging in drama activities and/or with dramatic works effective use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> application of dramatic principles and practices when engaging in drama activities and/or with dramatic works use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial application of dramatic principles and practices when engaging in drama activities and/or with dramatic works uneven use of language conventions and features and terminology to communicate ideas and information about drama. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal application of dramatic principles and practices when engaging in drama activities and/or with dramatic works disjointed use of language conventions and features and terminology to communicate information.
Creating and evaluating	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> creation of engaging dramatic works that sensitively and convincingly convey meaning to audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> creation of effective dramatic works that thoughtfully convey meaning to audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> creation of dramatic works that convey meaning to audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> variable creation of dramatic works that partially convey meaning to audiences. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal creation of dramatic works that convey minimal meaning to audiences.