

Drama in Practice 2019 v1.0

Sample assessment instrument

April 2019

Project — Staging verbatim theatre

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 project

This technique assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

In Drama in Practice, one project must arise from community connections (see Underpinning factors).

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

In Drama in Practice, all objectives from each dimension must be assessed in each Project.

Subject	Drama in Practice
Technique	Project — Staging verbatim theatre
Unit number and module number and name	Unit: 3 Module: 3. Staging the stories of our community

Conditions	Units 3–4
Written component	500–900 words
Performance onstage component (stage acting)	1.5–3.0 minutes group
Multimodal component	
• non-presentation	8 A4 pages max (or equivalent)
Further information	
Duration (including class time)	9 weeks
Individual/group	Component 1: Written component — completed individually Component 2: Performance onstage — completed in small groups with results awarded individually Component 3: Multimodal — completed individually
Resources available	Access to verbatim theatre text
Context	
As a class, we have been exploring verbatim theatre as part of the study of theatre through the ages. The purpose of this task is to develop a performance from a provided script to be performed at the school's senior drama evening.	
Task	
Plan, perform and evaluate a verbatim theatre work to celebrate the stories of others from the local community. The task includes three components.	
<ul style="list-style-type: none"> • Component 1: Written Research and identify a theme or issues relevant to the local community. Develop a pitch of one scene of a verbatim theatre piece, explaining its potential benefit for the community. • Component 2: Performance onstage In small groups, perform a live dramatic work that interprets a chosen scene from a verbatim theatre text. • Component 3: Multimodal Individually, prepare a multimodal response as an annotated diary or digital record (with visuals) that evaluates your group's application of dramatic principles and processes during the preparation and performance of the dramatic work. 	

To complete this task, you must:

Component 1: Written component

- research and identify a theme or issue from the local community
- use a verbatim theatre text (as provided by your teacher) to explore a concept relevant to the local community
- brainstorm and refine your concept for one scene in the chosen text that explores an issue relevant to the local community
- identify and explain the use and manipulation of the Elements of drama dramaturgical devices (including adjusting the text to make it relevant to the community) in staging the scene
- use language conventions, features and terminology to communicate your ideas
- respond to peer and teacher feedback to shape your scene and the communication of meaning
- collate your final directors concept, scene outline and explanations in one document

Component 2: Performance onstage (stage acting) — small group

- select a scene from a provided verbatim theatre text for your group to perform
- interpret the script, using the conventions of verbatim theatre and the elements of drama and dramaturgical devices to convey the script's narrative
- improvise and experiment with stagecraft to convey the text's meaning by using
 - a basic set
 - conventions of blocking
 - props suited to the dramatic script
- rehearse the script as a group, applying rehearsal and ensemble etiquette and performing considerations, e.g. audience awareness, energy levels, facial expressions, focus, line security, movement qualities, stagecraft, vocal qualities, working as an ensemble, giving and taking cues
- rehearse, modify and refine technical acting skills to demonstrate dramatic principles and practices as a stage 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 the technical considerations
- perform the verbatim theatre work for the school's senior drama evening.

Component 3: Multimodal response — non-presentation (individual)

- plan and document your group's rehearsal schedule for the performed verbatim theatre work using both written or spoken language and visual evidence throughout
- identify and explain the narrative of your dramatic work
- analyse and interpret your group's use of dramatic principles and practices to communicate the narrative, identifying two modifications made during the process to achieve your purpose
- evaluate how effectively your group applied dramatic principles and practices to communicate the narrative of your verbatim theatre work
- use language conventions, features and terminology to communicate your ideas when constructing your multimodal response.

Checkpoints

- | |
|--|
| <input type="checkbox"/> Term [X] Week [X]/[Date]: Discuss theme/issue and pitch for the verbatim theatre piece with teacher |
| <input type="checkbox"/> Term [X] Week [X]/X: Complete rehearsal schedule |
| <input type="checkbox"/> Term [X] Week [X]/[X]: Present draft performance for the class |
| <input type="checkbox"/> Term [X] Week [X]/[X]: Complete draft multimodal response |
| <input type="checkbox"/> [Due date]: Submit written component |
| <input type="checkbox"/> [Due date]: Perform verbatim theatre work |
| <input type="checkbox"/> [Due date]: Present multimodal response |

Authentication strategies

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

- When working as part of a group, ensure your role is aurally and visually identifiable.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Submit drafts and respond to teacher feedback.
- Submit the declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive identification and coherent explanation of dramatic principles and practices 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 identification and informed explanation of dramatic principles and practices 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"> identification and explanation of dramatic principles and practices 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 identification and partial explanation of dramatic principles and practices 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 identification and minimal explanation of dramatic principles and practices 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 perceptive analysis of the use of dramatic principles and practices to communicate meaning for a purpose/s 	<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 informed analysis of the use of dramatic principles and practices to communicate meaning for a purpose/s 	<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 analysis of the use of dramatic principles and practices to communicate meaning for a purpose/s 	<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 partial analysis of the use of dramatic principles and practices to communicate meaning

	Standard A	Standard B	Standard C	Standard D	Standard E
	<ul style="list-style-type: none"> coherent use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<ul style="list-style-type: none"> effective use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<ul style="list-style-type: none"> use of language conventions and features and terminology to communicate ideas and information about drama, according to purposes. 	<ul style="list-style-type: none"> uneven use of language conventions and features and terminology to communicate ideas and information about drama. 	<ul style="list-style-type: none"> 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"> methodical planning and perceptive modification of dramatic works skilfully using dramatic principles and practices to successfully achieve purposes creation of engaging dramatic works that sensitively and convincingly convey meaning to audiences perceptive evaluation of the application of dramatic principles and practices to drama activities or dramatic works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective planning and effective modification of dramatic works effectively using dramatic principles and practices to achieve purposes creation of effective dramatic works that thoughtfully convey meaning to audiences informed evaluation of the application of dramatic principles and practices to drama activities or dramatic works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> planning and modification of dramatic works using dramatic principles and practices to achieve purposes creation of dramatic works that convey meaning to audiences evaluation of the application of dramatic principles and practices to drama activities or dramatic works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> listing of aspects of plans for dramatic works using dramatic principles and practices inconsistently variable creation of dramatic works that partially convey meaning to audiences partial evaluation of the application of dramatic principles and practices to drama activities or dramatic works. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> collection of information related to planning for dramatic works minimal creation of dramatic works that convey minimal meaning to audiences superficial evaluation of aspects of the application of dramatic principles and practices to drama activities or dramatic works.