

Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating an understanding of the elements of drama	3	
Applying digital literacy skills	3	
Applying and evaluating the use of dramatic languages	13	
Interpreting purpose and context	8	
Manipulating dramatic languages to create dramatic action and meaning	8	
Overall	35	

Conditions

Technique	Project — practice-led project
Unit	Unit 4: Transform
Topic/s	Area of study: How can you transform dramatic practice?
Duration	Directorial vision: 12–18 hours; Performance: 6–9 hours
Mode / length	Directorial vision (Individual multimodal presentation — combining spoken word with digital visual presentation): 5–7 minutes Performance: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes)
Individual / group	Individual or group (2–4 people)
Other	Inherited published text (Greek, Elizabethan or Neoclassical) identified in task. Submission <ul style="list-style-type: none">● directorial vision — .mov, .mp4, .pptx or .avi for dynamic files● performance — .mov, .mp4, .pptx or .avi for dynamic files● text with role highlighted with brief annotations – pdf or .pptx.
Resources	Students will have access to a black box theatre space equipped with a projector, basic stage lighting and the capacity to play sound.

Context

In this unit, you have been exploring the various ways you can transform dramatic practice. We have explored ways of manipulating and shaping the dramatic languages to reframe the purpose, context and meaning of inherited texts and transform them into Contemporary performance.

Brisbane State High's annual *Create* Festival celebrates students' ability in the world of the Arts to transform stimulus and learning into art and performance. You have been asked to pitch an original directorial vision that will appeal to the Brisbane State High Community to be considered for the *Create 2020* Festival. The theme of *Create 2020* is *Learning from Our Past: Shaping Our Future*.

Task

You will work in role as director to present a multimodal pitch, combining spoken word with a digital presentation that includes moving or still images. Your directorial vision will describe how an excerpt of Sophocles' *Antigone* play text will be transformed into a Contemporary performance. In creating your pitch, you may edit, reframe and re-sequence the text, but the text cannot be rewritten.

The presentations will demonstrate a reimagining of *Antigone* (as translated by E.F. Watling) to engage a modern audience and reflect Contemporary performance trends. You will need to consider the Greek theatre conventions (e.g. chorus, heightened emotion and action, mask and presentational acting) in your transforming of the the text into a Contemporary performance framework that utilises the relevant conventions (e.g. fragmentation, hybridity and openness of form, intertextuality, hypertextuality, appropriation and mediated drama).

As part of a group, or individually, you will then select a directorial vision and enact a portion of the text using Contemporary performance conventions inspired by the chosen directorial vision. You will perform this as an ensemble piece if you are working in group, or as a one-person show if you are working individually. You will be assessed individually.

To successfully complete the task you must:

- Individually develop a directorial vision to be delivered through a multimodal pitch that:
 - **applies** digital literacy skills by combining spoken word with digital visual presentation to communicate ideas
 - **demonstrates** how the elements of drama and conventions of Contemporary performance will be manipulated to transform Sophocles' *Antigone* for a contemporary audience

- **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 to communicate meaning.
- Complete a performance as an ensemble or a one-person show that will be:
 - informed by ideas presented in the directorial visions, teacher feedback and further contributions by the group members or, if you are working individually, the feedback of selected peers.
 - presented as a reframed excerpt of Sophocles' *Antigone* **manipulating** the dramatic languages of Contemporary performance to **interpret** purpose, context and meaning.

Stimulus

- Sophocles' *Antigone* script (as translated by E.F. Watling)
- Nominated directorial vision for performance

Checkpoints

- Directorial vision 12 hours: Draft discussion and feedback
- Performance 3 hours: Viewing of rehearsal, discussion and feedback
- Performance 6 hours: Viewing of final rehearsal

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will conduct interviews or consultations as you develop the response.
- Your teacher will ensure class cross-marking occurs.
- You will submit a transcript of your pitch to Turnitin on the day of assessment.

Scaffolding

Your directorial vision will be:

- delivered through a multimodal pitch

- combine the spoken word with digital visual presentation

When constructing your multimodal pitch, 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 contemporary performance conventions
- 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.

Your performance will be:

- presented as an ensemble or a one-person show
- informed by ideas presented in the directorial visions, teacher feedback and further contributions by group members or, if working individually, selected peers.
- presented as an excerpt of the selected inherited text using the dramatic languages of Contemporary performance to reframe purpose, context and meaning.

When creating you performance consider:

- If you are working in group, ensemble members who will support your vision
- If you are working individually, which directorial vision are appropriate for a one-person show
- which directorial vision will be developed, reflecting on
 - ideas presented
 - teacher feedback
- Reflect on what is the intended dramatic meaning, purpose and context for transformed performance by interpreting the selected play text excerpt
- Reflect on the use of dramatic languages by blocking the script in stage space and through annotating choices made
- Consider what relevant elements of drama and conventions of Contemporary performance 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 or as a one-person show) to create an engaging performance

Instrument-specific marking guide (IA3): Project — practice-led project (35%)

Criterion: Demonstrating an understanding of the elements of drama

Assessment objectives

1. demonstrate an understanding of the elements of drama

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> demonstration of an understanding of <u>elements of drama</u> in the chosen style/form, making clear the interconnected nature of <u>dramatic action</u> and <u>dramatic meaning</u> 	3
<ul style="list-style-type: none"> demonstration of an understanding of the elements of drama 	2
<ul style="list-style-type: none"> identification of isolated elements of drama 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Applying digital literacy skills

Assessment objectives

2. apply digital literacy skills to communicate ideas

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> application of digital literacy skills enhances communication by making connections between ideas 	3
<ul style="list-style-type: none"> application of digital literacy skills to communicate ideas 	2
<ul style="list-style-type: none"> use of digital media in the <u>directorial vision</u> 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Applying and evaluating the use of dramatic languages

Assessment objectives

3. apply and structure the dramatic languages to transform text using the conventions of Contemporary performance through the skills of directing
7. evaluate and justify the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> application and <u>structure</u> shows a vision that synthesises <u>purpose</u>, <u>context</u> and <u>conventions</u> of style to reveal subtleties of meaning evaluation and justification reveals the interrelationship between <u>purpose</u>, <u>context</u> and meaning using discerning examples 	12–13
<ul style="list-style-type: none"> application and structure shows the interrelationship between the chosen purpose and <u>context</u> that enriches text and <u>dramatic meaning</u> evaluation and justification clarifies the relationship between conventions of <u>Contemporary performance</u> and dramatic meaning 	10–11
<ul style="list-style-type: none"> application and structure shows selection of conventions of Contemporary performance to transform dramatic meaning evaluation and justification of the vision highlights the impact of directorial choices in relation to purpose 	8–9
<ul style="list-style-type: none"> application and structure of dramatic languages to transform text using the conventions of Contemporary performance through the skill of <u>directing</u> evaluation and justification of the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning 	6–7
<ul style="list-style-type: none"> application and structure shows management and shaping of the dramatic action to suit the context or purpose evaluation and justification describes the relationship between elements and conventions of Contemporary performance 	4–5
<ul style="list-style-type: none"> organisation of ideas to <u>interpret</u> text description of elements of drama and conventions of Contemporary performance 	2–3
<ul style="list-style-type: none"> communication of selected text and new context description of isolated elements or conventions of Contemporary performance 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Interpreting purpose and context

Assessment objectives

5. interpret purpose and context in selected inherited dramatic texts and Contemporary performance to communicate dramatic meaning

The student work has the following characteristics:	Marks
• interpretation is enhanced by a synthesis of dramatic languages in Contemporary performance that reveals subtleties of meaning	7–8
• interpretation shows exploitation of time, place and symbol to communicate a clear purpose and engage an audience.	5–6
• interpretation of purpose and context in Contemporary performance to communicate dramatic meaning	4
• interpretation shows an understanding of situation, role and relationship in chosen text	2–3
• text is recited	1
• does not satisfy any of the descriptors above.	0

Criterion: Manipulating dramatic languages to create dramatic action and meaning

Assessment objectives

6. manipulate the elements of drama and conventions of Contemporary performance to create dramatic action and meaning

The student work has the following characteristics:	Marks
• manipulation shows a sustained integration of the use of conventions, the skills of acting and the elements of drama to create engaging dramatic action	8
• manipulation creates belief, energy and focus through the use of space, reacting to cues, rhythms of performance and ensemble (as appropriate)	7
• manipulation of conventions of Contemporary performance through voice and movement is controlled, purposeful and focuses dramatic action and meaning	6
• manipulation shows clear connections between purpose and context through conventions of Contemporary performance	5
• manipulation of the elements of drama and conventions of Contemporary performance to create dramatic action and meaning	4
• manipulation demonstrates the use of dramatic conventions to create action	3
• use of vocal and movement qualities to communicate role and language to an audience	2
• use of voice or movement to deliver text	1
• does not satisfy any of the descriptors above.	0

Assessment task © Brisbane State High School; Marking guide © State of Queensland (QCAA) 2021. Unless otherwise indicated, content is available under the Creative Commons Attribution 4.0 licence (CC BY 4.0)