

## 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	
<b>Overall</b>	<b>35</b>	

# Conditions

<b>Technique</b>	Project — practice-led project
<b>Unit</b>	Unit 4: Transform
<b>Topic/s</b>	Area of study: How can you transform dramatic practice?
<b>Duration</b>	Directorial vision: 12–18 hours; Performance: 6–9 hours
<b>Mode / length</b>	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)
<b>Individual / group</b>	Individual or group (2–4 people)
<b>Other</b>	Inherited published text (Greek, Elizabethan or Neoclassical) identified in task.  <b>Submission</b> <ul style="list-style-type: none"><li>• directorial vision — .mov, .mp4, .pptx or .avi for dynamic files</li><li>• performance — .mov, .mp4, .pptx or .avi for dynamic files</li><li>• text with role highlighted with brief annotations – pdf or .pptx.</li></ul>
<b>Resources</b>	William Shakespeare's <i>Richard III</i>  Chosen Directorial Vision/s

# Context

Throughout this unit you have explored Contemporary Theatre as a style and also as a vehicle for the reimagining and renewal of inherited texts.

You have been approached by the Queensland Emerging Artists' Program to pitch an original directorial vision for consideration in the annual Innovative Voices Festival. You are required to reimagine, transform and adapt an excerpt from Shakespeare's *Richard III* to communicate through performance an expression of your own artistic voice, answering the needs of a 21st century audience of your peers.

The final performance will demonstrate a reimagining of an excerpt of William Shakespeare's *Richard III* to engage a modern audience and reflect contemporary performance trends.

# Task

You will work as director to create a directorial vision through manipulating the elements of drama and conventions of Contemporary performance to transform an excerpt from Shakespeare's *Richard III*. The vision will be articulated through a multimodal pitch combining spoken word with still or moving images in a digital visual presentation. Informed by ideas in the directorial visions, you will present, as an individual or as ensemble, an excerpt of the selected text as a Contemporary performance.

The practice-led project will involve a:

Directorial vision delivered through a multimodal pitch that:

- demonstrates how the elements of drama and conventions of Contemporary performance will be manipulated to transform an excerpt of *Richard III*
- applies and structures the dramatic languages to make clear the relationship between text, purpose, context and dramatic meaning in the vision
- evaluates and justifies use of the dramatic languages against stated purpose and dramatic meaning
- combines the spoken word with digital visual presentation

Performance that will:

- interpret purpose and context to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- be presented as an ensemble or a one-person show
- be informed by ideas presented in the directorial visions, teacher feedback and further contributions by the ensemble (as appropriate)
- be presented as an excerpt of the selected inherited text using the dramatic languages of Contemporary performance to reframe purpose, context and meaning.

To complete this task you must:

- **demonstrate** an understanding of the elements of drama
- **apply** digital literacy skills to communicate ideas
- **apply** and **structure** the dramatic languages to transform text using the conventions of Contemporary performance through the skills of directing
- **interpret** purpose and context in selected inherited dramatic texts and Contemporary performance to communicate dramatic meaning
- **manipulate** the elements of drama and conventions of Contemporary performance to create dramatic action and meaning
- **evaluate** and **justify** the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning.

## Stimulus

William Shakespeare's *Richard III*

## Checkpoints

- Directorial Vision : 12 hours - discussion and feedback
- Performance: 2 hours - viewing of rehearsal, discussion and feedback
- Performance: 12 hours - viewing of final rehearsals

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop the response.

## 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 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

Performance:

Consider:

- ensemble members who 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 transformed performance by interpreting the selected play text excerpt
- Reflect on the use of dramatic languages by blocking the script in stage space 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) 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"> <li>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></li> </ul>	3
<ul style="list-style-type: none"> <li>demonstration of an understanding of the elements of drama</li> </ul>	2
<ul style="list-style-type: none"> <li>identification of isolated elements of drama</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>application of digital literacy skills enhances communication by making connections between ideas</li> </ul>	3
<ul style="list-style-type: none"> <li>application of digital literacy skills to communicate ideas</li> </ul>	2
<ul style="list-style-type: none"> <li>use of digital media in the <u>directorial vision</u></li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>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</li> <li>evaluation and justification reveals the interrelationship between <u>purpose</u>, <u>context</u> and meaning using discerning examples</li> </ul>	12–13
<ul style="list-style-type: none"> <li>application and structure shows the interrelationship between the chosen purpose and <u>context</u> that enriches text and <u>dramatic meaning</u></li> <li>evaluation and justification clarifies the relationship between conventions of <u>Contemporary performance</u> and dramatic meaning</li> </ul>	10–11
<ul style="list-style-type: none"> <li>application and structure shows selection of conventions of Contemporary performance to transform dramatic meaning</li> <li>evaluation and justification of the vision highlights the impact of directorial choices in relation to purpose</li> </ul>	8–9
<ul style="list-style-type: none"> <li>application and structure of dramatic languages to transform text using the conventions of Contemporary performance through the skill of <u>directing</u></li> <li>evaluation and justification of the use of elements of drama and conventions of Contemporary performance to communicate dramatic meaning</li> </ul>	6–7
<ul style="list-style-type: none"> <li>application and structure shows management and shaping of the dramatic action to suit the context or purpose</li> <li>evaluation and justification describes the relationship between elements and conventions of Contemporary performance</li> </ul>	4–5
<ul style="list-style-type: none"> <li>organisation of ideas to <u>interpret</u> text</li> <li>description of elements of drama and conventions of Contemporary performance</li> </ul>	2–3
<ul style="list-style-type: none"> <li>communication of selected text and new context</li> <li>description of isolated elements or conventions of Contemporary performance</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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

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