

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

- 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.

Context

In this unit, you have explored how the texts of Shakespeare can become a canvas for exploration of conventions of contemporary theatre. By manipulating and shaping the dramatic languages you can reframe purpose, context and meaning of inherited texts like Shakespeare's into a contemporary performance.

You have been invited to pitch an original directorial vision to Backbone Youth Arts for a reimagining of Shakespeare's seminal work "Hamlet", to be presented as part of their annual Backbone Festival. Once all pitches have been delivered a decision will be made as to which will be presented in the festival. The presentations will engage a modern audience and reflect contemporary performance trends.

Task

You will work in role as a 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 you will transform Shakespeare's "Hamlet" into a Contemporary performance. In creating your pitch, you may edit, reframe and re-sequence the text, but the text cannot be rewritten.

As a group or as an individual, you will then select a directorial vision and enact it using Contemporary performance conventions inspired by your chosen directorial vision. You will be assessed individually.

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 "Hamlet"

Checkpoints

- Term Two, Week Eight: Commence drafting Multi-modal presentation
- Term Two, Week Nine: One-on-one consultations in class time regarding multi-modal presentation progress
- Term Three, Week One: Commence delivery of multi-modal presentations
- Term Three, Week Two: Select groups and directorial visions for performance
- Term Three, Week Four: Peer Review of performances for feedback
- Term Three, Week Five: Deliver performances

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.
- You must acknowledge all sources.
- Your teacher will conduct interviews or consultations as you develop the response.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.
- You will use [insert name of plagiarism-detection software] to submit your 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 conventions of contemporary performance styles
- 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, and further contributions by others in the class
 - reflect on what is the intended dramatic meaning, purpose and context for the performance by interpreting the dramatic action and meaning of "Hamlet"
 - consider what relevant elements of drama and conventions of contemporary theatre 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 either an individual or an ensemble) to create an engaging performance.
 - Consider the manipulation and demonstration of dramatic languages and provide an annotated text with your role highlighted and brief annotations about decisions regarding blocking, characterisation, voice and movement.

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 © St Peter Claver College; 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)