



## Assessment Task Notification

All students are asked to sign the teacher's copy to verify this notification has been distributed at least two weeks before the task date.

<b><u>Course:</u></b>	HSC Preliminary Drama
<b><u>Task Number:</u></b>	2
<b><u>Date of Task:</u></b>	Performance: June 15, 2016 Design Concept Folio: June 17, 2016
<b><u>Task Value:</u></b>	20%
<b><u>Nature of Task:</u></b>	<p>Students will submit a completed Student Director's Planning Chart explaining their approach to the play extract which they will present.</p> <p>Additionally students will submit a labelled costume rendering for each of the characters in the piece which they are directing. This should be on an A3 sheet.</p> <p>Similarly students should submit a coloured representation of the set as it will be established in the performance space in the drama room. This should be on an A4 sheet.</p> <p>Students will also submit a flyer to advertise the play.</p> <p>Finally students should submit a 500 word Applied Research Paper which demonstrates their independent research. Students may choose to research the life of the composer, the cultural/historical/social context in which the play is set, the reception of the play by its original audience or any other aspect chosen by the student in consultation with the teacher. This may be typed or hand written.</p>
<b><u>Word/Page Limit:</u></b>	A specified above.
<b><u>Other Information:</u></b>	
<b><u>Outcomes Assessed:</u></b>	<p>2.2 A student understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house-staff, technical staff and producers</p> <p>2.3 A student demonstrates directorial and acting skills to communicate meaning through dramatic action.</p> <p>2.6 A student appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p>

3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements.

**Marking Guidelines:**

18 – 20 Marks	Presents coherent, detailed analysis of the production elements utilised to bring the scene and characters to life Demonstrates strong understanding of how the design elements contribute to shape dramatic meaning Effectively shows how research has impacted on the way in which the performance is visualised
17-15 Marks	Presents a substantial, analysis of the production elements used to bring the scene and characters to life Demonstrates commendable understanding of how the design elements contribute to shape dramatic meaning Accurately shows how research has impacted on the way in which the performance is visualised
14-12 Marks	Presents an adequate analysis of the production elements utilised to bring the scene and the characters to life Demonstrates awareness of how the design elements contribute to shape dramatic meaning Suitably shows how research has impacted on the way in which the performance is visualised
11-9 Marks	Presents a general analysis of the production elements utilised to bring the scene and characters to life Demonstrates some awareness of how the design elements contribute to shape dramatic meaning Completes the research task but does not demonstrate its link to the performance and the way it is visualised
8-1 Marks	Presents scant analysis of the production element utilised to bring the scene and characters to life Demonstrates little awareness of how the design elements contribute to shape dramatic meaning Provides inappropriate information to satisfy research component.