



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.

Course: **Drama**
 Year 12 Higher School Certificate

Task Number: **4**

Date of Task: **19 July 2017**

Task Value: **20%**

Nature of Task: **Individual Project**
 Rationale
 Process (Log Book Submission)
 Performance
 Participation in an impromptu question time

Word/Page Limit: **Rationale 300 words**
 Memorised performance 6-8 minutes

Other Information: **The performance will be presented to a Year 11 Drama student and general student audience on Tuesday 13 June for Feedback and Critique.**

Outcomes Assessed:

H1.3

Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual works

H1.5

Demonstrates directorial skills

H1.7

Demonstrates skills in using the elements of production

H1.9

Demonstrates originality in individual work

H2.2

Uses dramatic and theatrical elements effectively to engage the audience

Marking Criteria

Performance skills appropriate to the style or form
Sustaining and developing a role/character
Structure and dramatic coherence

Students should:

1. Express aims and intentions clearly reflecting an original idea and approach in the 300 word Rationale. Record the process of the project in their logbook.

The logbook should also contain:

Your contract

Reasons for and motivation for your choice of Project

Ideas you had

Problems you encountered and how you solved them

Annotated evidence of research

A bibliography

Support material including sketches, clippings, photographs

How you came to various conclusions

The extent to which your original intention was achieved

Drafts and redrafts of your scripts

Personal Reflections and evaluations

Copies of Assessment Notifications and Marking Guidelines as well as comments about your performance (numerical marks should be removed)

2. Perform in a manner which demonstrates commensurate skills of the actor.

Marking Scale:

Performance skills appropriate to the style or form

Vocal dynamics: projection, clarity, tone, pace, pitch

Movement Dynamics: control, energy, spatial awareness

Timing: control of delivery, response to cues, awareness of rhythms

Performance skills appropriate to style or form

Criteria	Marks
Demonstrates exemplary performance skills including vocal, movement, timing appropriate to the style or form	9-10
Demonstrates substantial performance skills including vocal, movement, timing appropriate to style or form, although some skills may be more refined than others	7-8
Demonstrates adequate performance skills including vocal, movement, timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, dynamics, control of energy, spatial awareness and dynamics of movement, control of delivery, responses to cues and awareness of rhythms in timing.	5-6
Demonstrates limited performance skills including vocal, movement, timing which may be inappropriate to style or form.	3-4
Demonstrates minimal performance skills and little understanding of style.	1-2

Sustaining and developing role/character

Criteria	Marks
Demonstrates exemplary ability to realise and sustain subtly defined role(s) or (characters)	9-10
Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing roles (s) or character(s) may be more refined than others	7-8
Demonstrates adequate ability to realise and sustain role(s) or character(s) which are unsustainable or inconsistent. Variations may occur in level of belief/energy, complexity/dimension, focus and clarity in presentation	5-6
Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation	3-4
Displays minimal ability to realise role(s) or character(s). May play themselves. Minimal involvement or lack of clarity in presentation of role(s) or character(s)	1-2

Structure and Dramatic Coherence

Criteria	Marks
Demonstrates outstanding manipulation of the performance elements Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style Demonstrates sophisticated use of space appropriate to the material/style	9-10
Demonstrates substantial ability to control the performance elements Demonstrates accomplished ability to effectively engage the audience Presents a coherent and largely theatrical performance which demonstrates an effective interpretation of the chosen material/style Demonstrates effective use of space appropriate to the material/style	7-8
Demonstrates adequate ability to use performance elements to engage the audience Presents a generally coherent, but often superficial interpretation of the chosen material/style Demonstrates adequate use of space appropriate to the material/style	5-6
Demonstrates limited ability to use the performance elements and engage the audience Presents a limited interpretation of material/style, often with	3-4

frequent inconsistencies in coherence Demonstrates predictable or simplistic use of space	
Demonstrates minimal or no use of the performance elements with little or no audience engagement of the audience Presents an incoherent or non-theatrical performance Demonstrates little or no understanding of the use of space	1-2