HSC Drama

Assessment Task 1 2023

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| **TOPIC**: Australian Drama and Theatre | **MARKS:** 30 |
| **DUE DATE:** Tuesday 12th December, 2023 | **WEIGHTING:** 30%  (10% making, 10% performing, 10% critically studying) |
| **SUBMISSION REQUIREMENTS:** In class group performance essay (practical presentation) and written essay submitted on Canvas. | |
| **OUTCOMES TO BE ASSESSED:**  H1.1 **Uses** acting skills to **adopt** and **sustain** a variety of characters and roles.  H1.2 **Uses** performance skills to **interpret** and perform scripted and other material.  H1.3 **Uses** knowledge and experience of dramatic and theatrical forms, styles and theories to inform and **enhance** individual and group devised works.  H1.7 Demonstrates skills in **using** the elements of production.  H2.3 Demonstrates directorial skills for theatre and other media.  H3.1 Critically applies understanding of the cultural, historical and political contexts that have influences specific drama and theatre practitioners, styles and movements.  H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements. | |
| **DIRECTIONAL VERBS:**  **Use:** Take, hold, or deploy (something) as a means of accomplishing or achieving something; employ  **Adopt:** Choose to take up, follow, or use  **Sustain:** Strengthen or support physically or mentally  **Interpret:** Draw meaning from  **Enhance:** Intensify, increase, or further improve the quality, value, or extent of | |
| **TASK DESCRIPTION:**  **PART A:** In groups, devise a 5-8 performance essay in response to the following question:  *How do Australian theatre practitioners engage audiences with situations and images that confront us socially and personally?*  *In your exploration of this question, refer to your study of your chosen plays and your own experiential learning of the topic.*  **PART B:** Individually, submit a written essay response to the above question using scenes and evidence from your performance essay to develop a formally written response. | |
| **ASSESSMENT CRITERIA:**  **PART A:** A performance essay is a practical approach to demonstrating a critical understanding of the plays set for study in the topic ‘Australian Drama and Theatre’. To develop your performance essay, you should:   * Decide on a metaphor or overarching framework for your performance. This means you will create a fictional scenario through which you address the essay question. Examples include:   + Australia is the featured guest on a special episode of the television show *This is Your Life*   + A group therapy session where different ‘people’ or characters from each play share their experiences of exploring identity   + You present a television episode explore Australia’s identity in the 20th Century   + The group hosts an imagined debate or panel on the essay question and the playwrights of *Stolen* and *Neighbourhood Watch* are invited to participate * Once you have developed your metaphor or framework, you will need to develop a ‘thesis statement’ and a series of ‘paragraphs’ that practically explore your ideas and prove your ‘thesis statement’ within the context of your chosen metaphor or framework.   You will:   * Create a 5 - 8 minute performance using dialogue from *Stolen* by Jane Harrison and *Neighbourhood Watch* by Lally Katz as evidence in answering the question. * Select lines from each text using at least 2 different scenes (from each play) to create your performance. * Present the performance using at least 3 different dramatic styles (for each play) found in the Australian Drama texts studied. * Ensure that the performance effectively presents material that addresses the essay question.   Examples of dramatic styles from Stolen may include: soundscape, screen image projections, song, dance, direct audience address, non-linear structure, symbolic set and props such as suitcase/letters/gifts, transformational acting.  Examples of dramatic styles from Neighbourhood Watch may include: symbolic props, sound, lighting, characterisation, magic realism, time shifts, song, realism, set design, romantic comedy, sitcom, hyperrealism through use of voice (accents).  **PART B:** A drama essay is a written response to the same question as PART A. You will use the ‘thesis statement’ and ‘paragraphs’ you created for your performance essay and transform these into a cohesive essay response. An essay scaffold has been provided to you in class. | |

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| **MARKING CRITERIA – PART A (H1.1, H1.2, H1.3, H1.7, H2.3)** | **MARK** | **GRADE** |
| * Sophisticated **interpretation** and response to the question, with exemplary understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements. * Excellent **use** of dramatic and theatrical forms to **enhance** the actor-audience relationship. * Excellent performance skills to **adopt** and **sustain** a range of character/s and role/s. | 17-20 | A |
| * Engaging **interpretation** and response to the question, with substantial understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements. * **Use** of appropriate dramatic and theatrical forms that at times **enhance** the actor-audience relationship. * Substantial performance skills to **adopt** and at times **sustain** a range of character/s and role/s. | 13-16 | B |
| * Sound **interpretation** and response to the question, with satisfactory understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements. * **Use** of appropriate dramatic and theatrical forms * Satisfactory performance skills to **adopt** character/s and role/s, however this may not be **sustained** | 9-12 | C |
| * Basic **interpretation** and response to the question, showing some understanding of the context that have influenced specific drama and theatre practitioners, styles and movements. * Occasionally **use** of dramatic and theatrical forms * Emerging performance skills, showing some ability to **adopt** character/s and role/s | 5-8 | D |
| * Limited or no evident response to or **interpretation** of the question * No evident **use** of relevant dramatic and theatrical forms * Elementary performance skills, showing some ability to **adopt** character/s and role/s | 1-4 | E |

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| **MARKING CRITERIA – PART B (H3.1, H3.3)** | **MARK** | **GRADE** |
| * Explains insightfully how Australian theatre practitioners engage audiences with situations and images that confront us socially and personally with reference to TWO plays in this topic * Provides insightful and relevant supporting evidence\* * Provides a sustained, logical and cohesive response | 9-10 | A |
| * Explains substantially how Australian theatre practitioners engage audiences with situations and images that confront us socially and personally with reference to TWO plays in this topic * Provides relevant supporting evidence\* * Provides a logical and cohesive response | 7-8 | B |
| * Describes how Australian theatre practitioners engage audiences with situations and images that confront us socially and personally with reference to TWO plays in this topic * Provides some relevant supporting evidence\* * Provides a cohesive response | 5-6 | C |
| * Outlines some aspects of how Australian theatre practitioners engage audiences with situations and images that confront us socially and personally with some reference to the play(s) * Provides a basic response with little relevant supporting evidence\* | 3-4 | D |
| * Comments on some ideas that may relate to some aspect of the question * Provides a limited response with little or no relevant supporting evidence\* | 1-2 | E |

\* Supporting evidence may include examples, quotations, evidence from the chosen text, real or imagined productions and specific to this task the practical experiences realised in the practical component of the task.