Preliminary Drama

Assessment Task 3 2023

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| **TOPIC**: Improvisation, Playbuilding and Acting | **MARKS:** 30 |
| **DUE DATE:** During Yearly Examination period (week 9-10)  See examination timetable | **WEIGHTING:** 30%  (5% making, 15% performing, 10% critically studying) |
| **SUBMISSION REQUIREMENTS:** Group performance and submission of logbook, including a rationale. | |
| **OUTCOMES TO BE ASSESSED:**  P1.2 Explores ideas and situations, **expressing** them imaginatively in dramatic form.  P1.5 Understands, **demonstrates** and records the process of **developing** and **refining** ideas and scripts through to performance.  P2.3 **Demonstrates** directorial and acting skills to **communicate** meaning through dramatic action.  P2.4 Performs effectively in a variety of styles **using** a range of appropriate performance techniques, theatrical and design elements and performance spaces.  P3.1 Critically appraises and **evaluates**, both orally and in writing, personal performances and the performances of others. | |
| **DIRECTIONAL VERBS:**  **Communicate**: Succeed in conveying one’s ideas  **Demonstrate**: Show by example  **Develop:** Grow or cause to grow and become more mature, advanced, or elaborate  **Evaluate**: Make a judgement based on criteria; determine the value of  **Express:** Convey in words or by gestures and conduct  **Refine:** Make minor changes to improve or clarify  **Use:** Take, hold, or deploy (something) as a means of accomplishing or achieving something; employ | |
| **TASK DESCRIPTION:**  **PART A (20 marks):** Working in groups, devise a group performance of 6-10 minutes. You are to **use** as a starting point, one of the topics from the list below:   * I told you this would happen … * Let’s go! * You can’t kill the rooster * Fadeaway * Rainbow man * Gone, baby * I heart you * Keep it coming! * Stitches * What’s the code? * 5.4.3.2.1 …   **PART B (10 marks):** Individually, submit a rationale which **expresses** your dramatic intention and a logbook which **demonstrates** and **evaluates** your individual contribution to the group devising process. | |
| **ASSESSMENT CRITIERIA:**  PART A: Your performance is to be an originally devised piece of work by the group members and should:   * **Express** a clear dramatic intention (what themes, ideas or messages you want **communicate** to the audience) * **Use** a wide variety of theatrical styles and dramatic conventions * **Use** the elements of drama to **communicate** dramatic meaning * **Demonstrate** your performance skills through the development and **expression** of engaging characters * Feature all group members equally to allow each student to **develop** roles/characters and **demonstrate** their ability to work as an ensemble   PART B: Your rationale is a 300 word statement of the what, why and how of your devising decisions and should include the following:   * A sentence that clearly **expresses** the dramatic intention of your performance * A paragraph explaining significant moments, ideas, images, techniques, approaches, demands and/or stylistic conventions your group has chosen to **explore**. * A paragraph explaining significant elements of drama your group has chosen to manipulate, highlight, analyse and/or **explore** in **developing** and **expressing** their concept/intention. * A paragraph **evaluating** the intended actor-audience relationship as a result of your dramatic choices   The logbook must show evidence and **evaluation** of the performance taking shape from initial research through to final staging choices. It should include:   * All research and ideas discussed * Active improvisation ideas generated and explored * Ideas/form/style selected and structured * Intended dramatic meaning and audience response * Choices made about **refining** the performance and an **evaluation** of these * Manipulation of the elements of drama during rehearsal * **Evaluation** of your contributions and those of others | |

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| **MARKING CRITERIA – PART A (P1.2, P2.3, P2.4)** | **Mark** | **Grade** |
| * Exemplary performance skills **using** control of movement and voice in order to **express** and sustain complex role/s and/or character/s and interact with ensemble * Perceptive and creative direction and manipulation of theatrical elements to **communicate** sophisticated dramatic meaning * Outstanding contribution to a dynamic piece of original theatre that evokes a powerful audience response | 17-20 | A |
| * Skilled performance **using** control of movement and voice in order to **express** and sustain highly-developed role/s and/or character/s and interact with ensemble * Substantial creative direction and manipulation of theatrical elements to **communicate** effective dramatic meaning * Substantial contribution to a coherent piece of original theatre that evokes an effective audience response | 13-16 | B |
| * Adequate skills **using** control of movement and voice in order to **express** some role/s and/or character/s and interact with ensemble * Sound **use** of theatrical elements to **communicate** adequate dramatic meaning * Adequate contribution to a mostly engaging piece of theatre | 9-12 | C |
| * Varying **use** of movement/voice and some evidence of role/s and/or character/s but is not sustained and/or lacks ensemble awareness * Some theatrical elements **used** to **communicate** inconsistent dramatic meaning * Inconsistent contribution to a performance which creates some moments of audience engagement | 5-8 | D |
| * Minimal performance skills and may play self, rather than adopting a character/role * Little or no understanding of the elements of drama evident in performance * Little or no contribution and/or audience engagement | 1-4 | E |

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| **MARKING CRITERIA – PART B (P1.5, P3.1)** | **Mark** | **Grade** |
| * An in-depth and insightful record of the group devising process, including **refining** sophisticated ideas, extensive research and intentional manipulation of the elements and audience response * An insightful statement of dramatic intention and analysis, reflection and **evaluation** of own contribution/performance and the performances of others | 9-10 | A |
| * A substantial and effective record of the group devising process, including substantial ideas/research and effective manipulation of the elements and audience response * An effective statement of dramatic intention and discussion, reflection and **evaluation** of own contribution/performance and the performances of others | 7-8 | B |
| * An adequate record of the group devising process, including substantial ideas/research and some manipulation of the elements and audience response * Some indication of purpose and adequate reflection on and/or record of own contribution/performance and the performances of others | 5-6 | C |
| * A basic record and outline of own contributions to the group devising process * Rationale may be a recount of the performance or make simplistic comments about the intended audience response | 3-4 | D |
| * Minimal or no meaningful record of the group devising process * Rationale may be insufficient or missing | 1-2 | E |