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 |