



Year 12 Drama 2024 Individual Project Assessment Task

TOPIC: Individual Project Check-In	MARKS: 40
DUE DATE: Wednesday 22 nd May (Term 2, Week 4)	WEIGHTING: 20% (10% making, 5% performing, 5% critically studying)
SUBMISSION REQUIREMENTS: In class presentation of Individual Project and submission/performance of work-in-progress Individual Project	
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 H1.7 Demonstrates skills in using the elements of production H2.1 Demonstrates effective performance skills H2.2 Uses dramatic and theatrical elements effectively to engage an audience H2.3 Demonstrates directorial skills for theatre and other media H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses	
DIRECTIONAL VERBS: Use: Take, hold, or deploy (something) as a means of accomplishing or achieving something; employ Demonstrate: Clearly show the existence or truth of (something) by giving proof or evidence Engage: Occupy or attract (someone's interest or attention) Analyse: Identify components and the relationship between them; draw out and relate implications Synthesise: Putting together various elements to make a whole Organise: Arrange systematically; order.	
TASK DESCRIPTION: PART A (30 marks): Students will submit a work-in-progress of their Individual Project and be given up to FIVE minutes to outline their project and discuss research undertaken. Following the presentation there is opportunity for a Q and A by the marker for up to TWO minutes where appropriate. PART B (10 marks): Students must present an up to date logbook – recording, analysing and synthesising research material which must include a 300-word draft rationale which will clarify and express intentions.	
ASSESSMENT CRITERIA PART A: Look below to see the required submission for your chosen project: Performance: <ul style="list-style-type: none">• THREE minutes minimum to be fully rehearsed and performed with no script or prompts.• Student has the option to either perform a rehearsed reading of the remaining script or discuss in detail the remaining parts of the script if yet to be developed.	

Design (Costume):

- ONE final rendering of ONE costume. These renderings can be in media such as watercolour, coloured pencils or markers, collage or a computer-aided design submitted as hard copy. The renderings must be separately mounted on cardboard at least A3 size (297 x 420 mm), but no larger than A1 (594 x 841 mm). The figures depicted should be at least 300 mm in height. All characters rendered and the scenes in which they appear must be identified.
- Preliminary sketches for at least THREE other costumes

Design (Set):

- Detailed sketches in the scale of 1:25 of the model to be built or if using a computer aided design a hard copy preliminary design in the scale of 1:25.
- A floor plan of the set design in the scale of 1:25 with an indication of the performance space's dimensions, audience configuration and sightlines
- A description and diagrams of any set or scenic changes in the production.

Critical Analysis (Portfolio of Theatre Criticism):

- At least ONE hard copy finalised review including layout
- TWO complete draft reviews which do not have to be in the finalised layout.

Additional information about project specifications can be accessed on Canvas or

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/assessment-and-reporting>

ASSESSMENT CRITERIA PART B: Your logbook should include a range of entries, including:

- A record of initial ideas shared
- A record of research and reading undertaken and how this contributes to the development of your final performance/project
- An ongoing description and **analysis** of problems encountered and strategies used in finding solutions
- A record of constructive advice and comments received from audiences such as peers and teacher feedback

Refer to reflective writing scaffolds provided in class for the structure of a logbook entry.

For each Individual Project students will be required to present a 300-word rationale clearly explaining the intention of the project and the approach that has been taken.

- For the Individual Projects: Design, the rationale will be an explanation of the directorial concept, which provides a coherent vision of the play.
- In the other project areas, Critical Analysis (Portfolio of Theatre Criticism) and Performance, the rationale will be an explanation of the overall intention of the work. This includes the approach taken and the reasons leading to eventual decisions.

See attached guide on how to develop and structure a rationale.

ASSESSMENT MARKING CRITERIA PART A (H1.1, H1.2, H1.7, H2.1, H2.2)	Mark	Grade
<ul style="list-style-type: none"> Application of research and analysis in developing a profound and extensive understanding of dramatic and theatrical forms of the selected play (where appropriate), Performance piece, Directors Folio, Research Project or Costume/Set Design. Presents a highly sophisticated, well - organised and synthesised director's vision/concept with imagination, originality and practicality in conceptualising it for the I.P. Outstanding demonstration of project. 	26-30	A
<ul style="list-style-type: none"> Use of research and analysis to develop a substantial knowledge of drama and theatre to support their understanding of dramatic and theatrical forms of the selected play (where appropriate), Performance piece, Directors Folio, Research Project or Costume/Set Design. Presents a highly-developed, organised and synthesised director's vision/concept with imagination and creativity in the development for the I.P. Engaging demonstration of project. 	21-25	B
<ul style="list-style-type: none"> Inclusion of related background information and begins to identify dramatic and theatrical forms of the selected play (where appropriate), Performance piece, Directors Folio, Research Project or Costume/Set Design. Presents a soundly organised and synthesised director's vision/concept with a reasonable attempt to create the I.P. Sound demonstration of project. 	15-19	C
<ul style="list-style-type: none"> Inclusion of some related information about the selected play (where appropriate), Performance piece, Directors Folio, Research Project or Costume/Set Design. Presents a director's vision/concept with simple or inappropriate direction Some demonstration of project. 	8-14	D
<ul style="list-style-type: none"> Very limited understanding of the play (where appropriate), Performance piece, Directors Folio, Research Project or Costume/Set Design. Limited director's vision/concept with little knowledge of role of director 	1-7	E

ASSESSMENT MARKING CRITERIA PART B (H2.3, H3.2)	Mark	Grade
<ul style="list-style-type: none"> Outstanding use of logbook and rationale to demonstrate research and process Demonstrates a sophisticated understanding of the actor-audience relationship and how it is engaged. 	9-10	A
<ul style="list-style-type: none"> Consistent use of logbook and rationale to demonstrate research and process Demonstrates a highly-developed understanding of the actor-audience relationship and how it is engaged. 	7-8	B
<ul style="list-style-type: none"> Sound use of logbook and rationale to demonstrate research and process Demonstrates a sound understanding of the actor-audience relationship and how it is engaged. 	5-6	C
<ul style="list-style-type: none"> Some use of logbook and/or rationale to demonstrate process Demonstrates some understanding of the actor-audience relationship 	3-4	D
<ul style="list-style-type: none"> Limited demonstration of project and use of logbook and/or rationale. Limited understanding of the actor-audience relationship 	1-2	E

HSC drama – rationale guide

For each Individual Project students will be required to present a 300-word rationale clearly explaining the intention of the project and the approach that has been taken. Students may ask themselves some of the questions below when writing their rationales

Suggested structure	Guiding questions	Sample response
<p>A sentence that clearly explains the overall directorial concept/vision or intention of the project.</p>	<ul style="list-style-type: none"> • What dramatic meaning do you want to communicate? • What should your audience understand/imagine/visualise/examine in response to your project? • What did you set out to achieve or create? • Where/how did your idea begin? 	<p>My production of 'Spring Awakening' by Sater and Sheik explores the realities of pressures faced by adolescents during the universal transition from childlike innocence to the overwhelming responsibilities of adulthood.</p>
<p>A paragraph explaining significant moments, ideas, images, techniques, approaches, demands and/or stylistic conventions the student has chosen to explore.</p>	<ul style="list-style-type: none"> • What themes or ideas does your work explore? • What significant conventions of the style or form did you consider? • How have you dealt with the specific demands of the text/project? • What has influenced your work? • What important techniques or approaches have you explored in developing the work? • What important moment/image/quote most clearly expresses your intention/concept? 	<p>I see the musical as challenging perceptions of archetypal teenage apathy and obnoxiousness and have chosen to reveal the young characters as misunderstood and overwhelmed by their rapidly changing psychological and physiological state. I have achieved this by exploring the oppression and expectation forced on the two young protagonists by the adult characters.</p>

Suggested structure	Guiding questions	Sample response
<p>A paragraph explaining significant elements of drama and/or design the student has chosen to manipulate, highlight, analyse and/or explore in developing and expressing their concept/intention.</p>	<ul style="list-style-type: none"> • How have you controlled the elements of drama? • How have you used dramatic tension to engage the audience in the visual, written or performance choices you have made? • How and why have you used structure, colour, shape, symbol, atmosphere, space or language in your work to create dramatic meaning? • What significant challenges did you face in achieving your intention? • What do you think is most successful about your project (process or product)? 	<p>I have externalised the internal turmoil experienced by the young people. This conflict is emphasised through the manipulation of sound, lighting and levels to create a fractured and overwhelming theatrical world. The scaffolded platforms enhance the dramatic tension through the symbolic representation of ever-present parental pressure, allowing the adult characters (and orchestra) to constantly survey the actions of the young characters below.</p>
<p>A paragraph reflecting on the intended audience response to the work or the realisation of the intention/concept.</p>	<ul style="list-style-type: none"> • How do you want your audience to respond to the work? • Is there anything that you need to clarify/explain/emphasise about the realisation of your intention/concept? • Was there something that surprised you about the process or the final project? 	<p>I will confront the audience with truths about the vulnerability and complexity of this turbulent stage of life.</p>