

Drama



Eight Common Assessment Tasks are contained in this package. Each task is listed using specific headings that provide information outlining the requirements of the task and various methods which may be used to assist teachers in presenting each task to ensure its relevance to Drama.

The specific content of each task may be determined by the teacher.

Purpose

This document is designed to assist you in understanding your responsibilities in successfully undertaking studies within this course.

Introduction

A Welcome to Year 11 Drama! This subject aims to develop more complex communication, performance and evaluation skills and seeks evidence of greater involvement with the area of terms of understanding and practice. Drama provides for your involvement in a number of practical activities relating to the performance, workshop and the study of theatre. The emphasis is on the practice of theatre arising from your involvement with acting, directing, writing, design and management.

This subject is practical; it is interesting; it is likely to be different to your other subjects.

This subject is based on a set of **OUTCOMES** that you should achieve by the end of the year. An **OUTCOME** describes what you, the student, can do as a result of studying this subject.

It is also a demanding subject. It demands your commitment, dedication and energy at all times. It also demands responsibility to the group as a whole and a willingness to 'go that bit further' in order to make things work. You will only get as much out of this subject as you are willing to put in; you put in nothing, you'll get nothing in return.

From the first class, you'll be asked to participate (there is no room for passengers – drama requires group cooperation). There'll be a wide variety of activities (with an emphasis on the active). Each week you'll find some activities that are physical, some that require you to think, some that require you to write, some that are individual and some that rely on you working cooperatively in groups. At first you might find the activities difficult or unusual – keep an open mind and give everything a fair go.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- ?? the student has completed all the CATs incorporating that outcome
- ?? the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgment should then be used to determine whether a final rating of ND or S is appropriate in each situation.

PLEASE NOTE: The rating ND means that the student has not demonstrated the outcome to a satisfactory level. It does not mean that the student made NO attempt to achieve the outcome.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet. (<http://www.curriculum.wa.edu.au/>)

Unfinished

In order to complete this subject and be eligible to receive a grade, you must complete all of the subject's structured educational program and assessment program (unless there are exceptional and justifiable circumstances). If you do not complete the structured educational program and associated assessment tasks you will receive a result of **UNFINISHED (U)**. You will then have to complete the requirements the following year in order to receive a grade for the subject.

Assessment Policy

You are expected to complete **all** of the assessment tasks set down for this subject.

Performance Assessment

The dates and times for performance assessment are set. They will not be changed except under extreme circumstances.

You will be relying on others in the class as they will be relying on you. Be well prepared, on time and give it your best. Do not let your class members or yourself down.

If you are absent on the performance assessment date and you do not have a documented reason for the absence, you will only be able to receive a maximum of **S** for the work when it is performed. If your performance is at an **S** level, you will receive **ND**.

If you refuse to perform the work (or unnecessarily delay the performance) and this affects other members of the class, you will immediately be disenrolled from this subject.

Written/Folio/Reflective Journal Assessments

You are expected to submit all written work / folios / Reflective Journals on the due date. Extensions will only be granted to students who negotiate with me **BEFORE** the due date. **Extensions will not be given on or after the due date.**

If you do not submit the requirements because you are absent on the due date and you do not have a documented reason for the absence, your work will be treated as not having been submitted on time.

Late work without an extension will receive a maximum of **S** for the work. If the work is at an **S** level, it will be rated as **ND**.

Late work without an extension will receive a rating only - no comments will be made on the work.

Work more than **ONE** week late will not be accepted for assessment, which means that should further assessments be missed, you are likely to receive **U** for the subject at the end of the year.

Drama Folio

Your folio must contain the following:

1. Your subject outline
2. All task briefs
3. All assessment sheets
4. All written reports
5. All resource materials and scripts used in this subject
6. All research materials
7. Your journal
8. Any additional relevant materials

In order for your folio to be **SATISFACTORY**, you must:

- ?? plan it
- ?? make choices about format
- ?? include all formal and informal written work
- ?? provide evidence of independent research
- ?? demonstrate that you have engaged with handout materials (notes must include summaries, thoughts and explorations about all handout materials)
- ?? include all appropriate information
- ?? submit the folio for assessment at the end of every task
- ?? present the drama folio for final assessment at the end of the school year.

Your folio is expected to be:

- ?? organised
- ?? logically presented
- ?? a complete record of the subject

1. **SUBJECT OUTLINE**

This outline describes the path that will be taken to achieve the specified outcomes. This outline must be included in your folio.

2. **TASK BRIEFS**

For each task, you will be given a brief that describes the requirements of the task. You should consult this as the task progresses to ensure that you are meeting all of the outcomes specified for the task. Each brief must be included in your folio.

3. **ASSESSMENT SHEETS**

Each piece of written work submitted must have a completed cover sheet attached – no work will be graded without a cover sheet. After the completion of each task, you will receive feedback from me and a rating for each outcome. Each of these assessment sheets must be included in your folio. Coversheets are provided as part of this package.

4. **WRITTEN REPORTS**

Each task in Year 11 Drama Studies has a specific written requirement that you must complete. These are not options and are an integral part of the learning in drama. The written requirements for each task are detailed in the Curriculum Council documents for this course. All written work must be submitted in legible form – preferably word-processed – and meeting the forms and conventions of Standard Australian English.

5. **RESOURCE MATERIALS and SCRIPTS**

Keep all the resources you are given, or discover for yourself – photocopies, pictures, articles, class notes, etc. You may also include appropriate drawings, diagrams, etc. These resources are a record of all the information you acquire throughout the year. They are invaluable for the work you will do in class and the performances you will enact. **You must provide evidence that you have read and engaged with all handout resources** – include summaries and notes in the relevant section of your folio.

6. **RESEARCH MATERIALS**

All materials that you find, both primary and secondary sources, must be included in your folio. There **must be adequate evidence that you have undertaken your own research and investigations** – you may be called on to show how this has informed your original work and text interpretations throughout the year.

7. **JOURNAL – Optional for D634 (but Recommended) Compulsory for E647**

Your journal is neither a personal diary recording your personal day-to-day trials and tribulations nor a “Agony Aunt” collection of personal attacks about the other people in the class and your intimate (or otherwise) relationships with them. Your journal is a **record** of everything you do in Drama and also a record of your personal **evaluation** of work

covered and your **reflective** comments on your learning process.

Your journal may be kept in any readily accessible presentational format and it is an important document which should be kept with great care. The following are the essential elements that should appear in your journal:

- a. workshop descriptions
- b. self-assessment
- c. observations
- d. planning
- e. engagement with research materials
- f. draft scripts, reports, scenarios, etc
- g. evaluations of the work of others
- h. reflective comments on your learning

Every entry should be dated. If you are interested you can get some Diary software that will help you keep your journal organised by date. **NB – Computer malfunction is NOT a valid excuse for failure to submit journals.**

8. ADDITIONAL RELEVANT MATERIALS

Any other material that you consider relevant to the work being studied may be included in your folio. This might include newspaper articles, letters, photographs, etc.

Student Declaration * * *

At the end of this package you will find a Student Declaration form. This must be signed by you and your parent/guardian within 7 days of commencing this course. Failure to accept responsibility for this may see you disenrolled from the course.

Course Calendar 2004 – Term 1

This is an expected overview for the course. While dates may change due to fluctuating circumstances, it is YOUR responsibility to ensure that you are aware of any changes to the schedule.

WEEK	FOCUS	ASSESSMENT
1	Orientation Day Introduction to Year 11 Drama/Drama Studies The Drama Folio & Reflective Journal Written elements Theatre Visits & critical reviews TEE requirements Goal setting/Responsibilities Introductory drama work – verbal and non-verbal elements, improvisation, ensemble performance, etc	
2	The Improvisation Cycle The Communication Cycle Verbal and Non-Verbal Communication Vocal Theory Start Reading Set Texts	
3	Distribution of Scripts for TASK 4 – Ghost Play by Rick Doble Assignment of roles and responsibilities Rehearsals twice weekly for remainder of term	Task 1: Verbal and Non-Verbal Communication (Practical)
4	Theatre Visit/s ?? Expectations ?? Requirements for Written Responses	Task 1: Verbal and Non-Verbal Communication (Written)
5	Heritage and Contexts – Theatrical Movements and Styles Production and Design Elements ?? Set, costume, lighting Theatre History – Greeks to 1900 Students Prepare a short presentation on Historical Era	
6	Performance theory – styles and approaches Significant Eras in World Theatre – different approaches to Drama ?? Students Present to Class	Task 3 – Written Evaluation of Viewed Performance
7	Scripted Production Commence Rehearsals Text Analysis of Set Texts 1 period per week	
8	Scripted Production rehearsals continue Text Analysis of Set Texts 1 period per week	
9	Scripted Production rehearsals continue Set, Prop and Costume plans required Text Analysis of Set Texts 1 period per week	
10	Scripted Production rehearsals continue Text Analysis of Set Texts 1 period per week	

NOTES:

Course Calendar 2004 – Term 2

This is an expected overview for the course. While dates may change due to fluctuating circumstances, it is YOUR responsibility to ensure that you are aware of any changes to the schedule.

WEEK	FOCUS	ASSESSMENT
1	SCRIPTED PRODUCTION REHEARSAL	
2	Dress Rehearsals	
3	Weekend Bump-in and Technical Rehearsals	Task 4 – Scripted Production – Evening Performances
4	Commence work on Group Devised Drama Task 2 and Task 6	
5	TASK 2 Commences	
6	D647 EXAMINATION???	
7		
8	Review set texts ?? Analysis ?? Interpretation ?? Stylistic choices	TASK 2 – Practical Component
9	Revision of the Semester – looking forward.	
10	Mr Flintoff in Canada for Drama World Congress Students complete written components of Tasks 2 and 4. Students prepare folio for submission FOLIOS (including journal and all written work to date) COLLECTED	Submit Folio for Marking

NOTES:

Course Calendar 2004 – Term 3

This is an expected overview for the course. While dates may change due to fluctuating circumstances, it is YOUR responsibility to ensure that you are aware of any changes to the schedule.

WEEK	FOCUS	ASSESSMENT
1	Rehearsals and polishing Group Devised Drama	
2	Rehearsals and polishing Group Devised Drama	
3	Rehearsals and polishing Group Devised Drama	
4	Evening Performances of Group Devised Drama	TASK 5 – Practical will be Assessed on this evening
5	Review the performances – consider modifications for YOHFEST Presentation	
6	IMPROVISATION WORK	
7	Technical Theatre – Roles ?? Design – set, costume, lighting, props ?? Direction ?? Dramaturgy	TASK 5 Written Component Due
8	Technical Theatre	
9	Preparation for Task 7	
10		Task 7 – Practical Presented in class
BREAK 1		
BREAK 2		

NOTES:

YOHFEST DATES CANNOT BE CONFIRMED UNTIL Term 2. The work this term may be amended to accommodate the YOHFEST performance/s

Course Calendar 2004 – Term 4

This is an expected overview for the course. While dates may change due to fluctuating circumstances, it is YOUR responsibility to ensure that you are aware of any changes to the schedule.

WEEK	FOCUS	ASSESSMENT
1		TASK 6 – Design and Production Oral Presentations
2	Examination revision	TASK 6 Written and Folio Elements due.
3		
4		Task 8 – Folio Due
5	D647 – Drama Studies EXAMINATIONS	TASK 9
6		
7		
8		
9		
10		

NOTES:

Common Assessment Tasks

Eight Common Assessment Tasks are contained in this package. Each task is listed using specific headings that provide information outlining the requirements of the task and various methods which may be used to assist teachers in presenting each task to ensure its relevance to Drama.

The specific content of each task may be determined by the teacher. Whilst parameters are set as to the context of each task, the content of the task will be dependent upon the mode of delivery by the teacher.

Task Criteria

Task 1: Verbal and Non-Verbal Communication

Specific Outcomes

Outcome 1	Demonstrates techniques of verbal communication.
Outcome 2	Demonstrates techniques of non-verbal communication.
Outcome 3	Creates and presents original drama as a result of group discussion, improvisation and playbuilding activities.
Outcome 7	Responds critically to the process and product of own drama and the drama of others.
Outcome 8	Maintains and presents a drama folio.

Task

To undertake a role play exercise which will require the student to demonstrate verbal and non-verbal communication skills.

Task Description

This task consists of three components.

1. A practical exercise which is intended to be completed in approximately 1 – 2 hours
2. A 250 – 500 word report
3. Supporting documentation presented in a folio.

The task requires the student to be given a particular role and behaviour associated with that role and will ask students to explore the relationship between behaviours and roles in group situations. The focus must be on the effective use of verbal and non-verbal communication. Groups should be a minimum of three. There is no maximum number suggested but teachers should consider the problems inherent in too large a group.

For example: A group of people stranded on an island. The problem is to decide which two people can leave the island. Only two people may leave and there is no guarantee that they will be able to send help or that they will reach their destination. For the people who stay on the island there is plenty of fresh water but food is scarce.

The teacher prepares a range of roles and behaviours on separate index cards to distribute to students. In this example, the following behaviours could be distributed- dominator, encourager, withdrawer, etc. Roles could be based on:
occupations - grocer, accountant, teacher etc.
and/or personality types- happy-go-lucky, malcontent, even-handed, etc.

All students should then meet as a group in role to discuss and resolve the problem that has been set.

Students must observe the following expectations within the task:

- ?? that the student should remain aware during the role play of the group dynamics encountered
- ?? that the student should remain focused on the role and behaviour assigned
- ?? that the student choice of verbal and non-verbal communication is in keeping with the role and the given behaviour
- ?? that the student should be able to comment on own role play and that of others.

Task Parameters

This particular task is intended as the culmination of activities in verbal and non-verbal communication. The practical workshop is intended to be completed in approx. 1-2 hours. The written task is to be completed in 1-2 hours either in class or out of class time.

- ?? This task is to be completed at the end of a series of activities that have developed the student's verbal and non-verbal skills

- ?? The student should have a clear understanding of the communication cycle
- ?? The student should be able to identify and use listening and non-verbal communication skills
- ?? The student must demonstrate an understanding of the elements of drama including role, space, time, language, focus and human interaction
- ?? The student applies voice and movement to character and situation
- ?? The student is to write a 250-500 word report which reflects on the processes and product of the task and identifies the skills and values of effective oral communication. This will be included in the drama folio
- ?? At each stage, the student should be encouraged to discuss the methodology and findings with the teacher and other students

Task 2: Improvisation and Playbuilding Skills

This task will be undertaken as a preliminary/planning stage of Task 5 (YOHFEST) – Students in small groups will create an overview of a 15 minute play on the theme “YOU+ME+ACCEPTANCE=EQUALITY” and select one scene to improvise in performance.

Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication.
- Outcome 2** Demonstrates techniques of non-verbal communication.
- Outcome 3** Creates and presents original drama as a result of group discussion, improvisation and playbuilding activities.
- Outcome 4** Develops and realises character in performance using appropriate conventions of drama.
- Outcome 7** Responds critically to the process and product of own drama and the drama of others.
- Outcome 8** Maintains and presents a drama folio.

Task

Through discussion and improvisation, the student undertakes playbuilding processes.

Task Description

This task consists of three components.

1. The performance of a polished improvisation
2. A 250 – 500 word report
3. Supporting documentation presented in a folio.

The task requires the student be given a particular topic or issue. In groups, students are to construct a scenario/plot outline for a short group-devised play and select and improvise one aspect of this scenario to present to the class. For example one topic could be convicts in Australia.

The students might develop a scenario on this theme that explores

- ?? the arrival of convicts/first impressions
- ?? the relationships between the Rum Corp, convicts and Free Settlers
- ?? Women as convicts
- ?? the hardships faced in famine
- ?? Ticket of Leave.

The group may further develop a scene on women as convicts for studio/in-class performance.

Task Parameters

- ?? This task will be completed at the end of a series of activities that have developed the student's improvisation and playbuilding skills
- ?? The student should be exposed to a variety of improvisational 'spring boards' to stimulate drama
- ?? The student must demonstrate an understanding of the elements of drama including role, space, time, language, focus and human interaction
- ?? The student applies voice and movement to character and situation
- ?? The student will work collaboratively in shaping, discussing and improvising the piece
- ?? The student will describe and comment on the effectiveness of own work and the work of others in oral form
- ?? The student will describe and comment on the effectiveness of own work and the work of others in written form
- ?? The student is to write a 250-500 word report which reflects on the process and product of the task. This will be included in the drama folio.

Task 3: Written Evaluation of Viewed Performance

Excursion Opportunities will be offered twice during Semester 1. Any student failing to avail themselves of

these opportunities will be required to organise their own attendance at a suitable performance.

Specific Outcome

7. Responds critically to the process and the product of own drama and the drama of others.
8. Maintains and presents a drama folio.

Task

The student presents a written response to a viewed performance.

Task Description

This task consists of two components.

1. The submission of a 400 – 500 word report, responding to the performance viewed
2. Supporting documentation in the folio.

The task requires students to view a production, after which they will individually respond in written form to the production, referring to the total theatrical impact and particular highlights and weaknesses where appropriate.

Task Parameters

- ?? This task will be completed after the teacher has provided instruction in the basic elements of principles of reflecting on a performance
- ?? The student will view a performance.
- ?? The student will submit a (400-500 word) written report reflecting on the performance. Each response should include comment on the following elements: form, style, plot, structure, characterisation, production design elements and own evaluation. This task will be included in the drama folio.

Task 4: Scripted Performance

Students will present “Ghost Play” by Rick Doble

Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication.
- Outcome 2** Demonstrates techniques of non-verbal communication.
- Outcome 4** Develops and realises character in performance using appropriate conventions of drama.
- Outcome 5** Describes and evaluates the social and historical contexts of drama.
- Outcome 6** Demonstrates roles and skills of the drama production team.
- Outcome 7** Responds critically to the process and product of own drama and the drama of others.
- Outcome 8** Maintains and presents a drama folio.

Task

The student works in a group to present a rehearsed and memorised script in performance.

Task Description

The task consists of three components:

1. The performance
2. A 250 – 500 word report
3. Supporting documentation presented in the folio.

The task requires the student to demonstrate an understanding of the styles and conventions of Western Drama. The student is required to illustrate an understanding of the central issues and values of an appropriate text and to present a memorised interpretation of a scene/s that reflects these understandings.

Task Parameters

- ?? The teacher is to provide an overview of the techniques and conventions of Western Drama
- ?? The student will read the entire script and place the script in its contexts
- ?? In groups, students will rehearse, memorise and present the script
- ?? The student will perform with an awareness of:
 - a) quality of movement and the use of space

- b) use of voice
- c) characterisation
- d) listening and responding in character.

?? During the process of the task the student will undertake a production team role

?? The student is to write a 250-500 word report that reflects on the process and product of this task from the first discussion to the final performance. This will be included in the drama folio.

Task 5: Devised Drama

This task will be completed by creating suitable performance for YOHFEST 2004. The theme is: YOU+ME+ACCEPTANCE=EQUALITY. This will fit quite well with the other texts we study and the theme will allow suitable exploration of performance theory and playbuilding.

Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication.
- Outcome 2** Demonstrates techniques of non-verbal communication.
- Outcome 3** Creates and presents original drama as a result of group discussion, improvisation and playbuilding activities.
- Outcome 6** Demonstrates roles and skills of the drama production team.
- Outcome 7** Responds critically to the process and product of own drama and the drama of others.
- Outcome 8** Maintains and presents a drama folio.

Task

The student presents a fully realised group devised drama no longer than thirty minutes in duration.

Task Description

This task consists of three components:

- 1 Participation in the practical demonstration of the playbuilding process
- 2 The submission of a 250 – 500 word report
- 3 Supporting documentation presented in the folio.

The task requires the student to work collaboratively in evolving the subject, structuring, shaping and presenting the work.

Task Parameters

- ?? The student will work collaboratively in evolving the subject, developing, rehearsing and refining the work in either a small group or as a whole class
- ?? The student will demonstrate drama skills in playbuilding
- ?? The student will demonstrate an understanding of stagecraft and technical roles in the realisation of the work
- ?? The work must be presented to an audience
- ?? At each stage, the student should be encouraged to critically discuss progress with the teacher
- ?? The teacher should act as facilitator and motivator in this process
- ?? The student will submit in written form a 250-500 word report which reflects on the process and product of this task. This will be included in the drama folio
- ?? The student must maintain documentation of the development of the task and a copy of the final script, which will be included in the drama folio.

Task 6: Design and Production Team

Students will be required to utilise STAGE STRUCK CDROM in order to complete this task.

Specific Outcomes

- Outcome 5** Describes and evaluates the social and historical contexts of drama.
- Outcome 6** Demonstrates roles and skills of the drama production team.
- Outcome 7** Responds critically to the process and product of own drama and the drama of others.
- Outcome 8** Maintains and presents a drama folio.

Task

The student selects one scene from a script studied under text and heritage; with teacher direction the student selects one role from the production team and complete a written description detailing how this person would contribute to the realisation of the particular scene in performance.

Task Parameters

This task consists of one component:

- 1 Documentation presented in the folio which details the contributions of the role undertaken.
- ?? The teacher will assist the student to recognise the roles and functions of the production team
- ?? In choosing the particular role to be studied the teacher should consider availability of resources and expertise.
NOTE: It is acceptable for all students in a class to study the same particular role or alternatively to choose from a variety of roles
- ?? The student will demonstrate an understanding of the role studied in relation to the chosen scene
- ?? The student will include in the drama folio, material that reflects an understanding of the processes and product of this task. Response should be accompanied, where appropriate, with illustrations, diagrams etc.

Task 7: Text and Context**Specific Outcomes**

- | | |
|------------------|---|
| Outcome 1 | Demonstrates techniques of verbal communication. |
| Outcome 2 | Demonstrates techniques of non-verbal communication. |
| Outcome 3 | Creates and presents original drama as a result of group discussion, improvisation and playbuilding activities. |
| Outcome 4 | Develops and realises character in performance using appropriate conventions of drama. |
| Outcome 5 | Describes and evaluates the social and historical contexts of drama. |
| Outcome 7 | Responds critically to the process and product of own drama and the drama of others. |
| Outcome 8 | Maintains and presents a drama folio. |

Task

This task consists of three components:

1. The performance
2. A 250 – 500 word report
3. Supporting documentation presented in the folio.

In pairs or groups, the student completes an extended improvisation relating to an issue(s) or character(s) from a selected script to illustrate an understanding of its historical context.

Task Parameters

- ?? The teacher should assist the student to acquire an understanding of the historical context of the chosen script. The teacher will facilitate the student gaining knowledge of the chosen text
- ?? The student will demonstrate an understanding of the context through the prepared improvisation. NB. the student may choose to focus on social issues, religious beliefs, behavioural norms, political systems, environment, family structure, power structure, patriarchy, conventions of the theatre etc
- ?? The student will submit a 250-500 word report identifying the key historical aspects which were dealt with and reflect on the processes and product of the task
- ?? The written document will be included in the drama folio.

Task 8: Folio**Specific Outcomes**

- | | |
|------------------|---------------------------------------|
| Outcome 8 | Maintains and presents a drama folio. |
|------------------|---------------------------------------|

Task

The student maintains and presents a drama folio.

Task Description

A documented account that presents the processes, observations, products and reflections of the subject. It should contain evidence of written work related to tasks 1-7 and include evidence of assessment related to the practical components of the subject.

Task Parameters

This task consists of one component:

1. The drama folio

- ?? The teacher ensures that the student is informed as to the nature of the written requirements of this course and of the material and its organisation to be included in the drama folio

- ?? The teacher ensures evidence of assessment carried out in the practical component of the course is included in the folio

- ?? The student will present a folio which contains the following:
 - evidence which reflects and identifies the skills and values of effective oral communication (See Task 1)
 - evidence of the effectiveness of own work and the work of others (See Task 2)
 - evidence of evaluation of viewed performance (See Task 3)
 - evidence of the processes involved in a scripted performance (See Task 4)
 - evidence of a fully realised group devised drama (See Task 5)
 - evidence of the contribution of one person and their role in the production team (See Task 6)
 - evidence of the key historical aspects and their relevance to translation into improvisation (See Task 7)
 - evidence of the processes, observations, products and reflections of work carried out in the subject.



John Forrest Senior High School
Drake Street Embleton WA 6062

Student Name

Form

Date:

- ✗ Drama D634
- ✗ Drama Studies E647

D634 Student Declaration

D647

By signing this form I am acknowledging the following:

1. I have been provided with
 - a) Subject Description,
 - b) Task Descriptions,
 - c) Assignment Cover/Marking Sheets
2. I have had all materials explained to me in class and had the opportunity to ask questions about the materials;
3. I have had the marking procedure for the course explained to me in class and had the opportunity to ask questions;
4. I have had the assessment policy explained to me in class and had the opportunity to ask questions;
5. I understand how the documents are to be used;
6. I understand the Outcomes and Common Assessment Framework being used in this course;
7. I understand that non-completion of any aspect of the work to satisfactory level may result in a non-passing grade or having the course designated as "UNFINISHED";
8. I have given my parent/guardian the opportunity to examine all the materials provided at the start of this course and had them sign this form to acknowledge that fact;
9. I understand that any behaviour that compromises the success of any member of the class may result in my exclusion from group work and my inability to meet course requirements;
10. Completion Deadlines for assessments are NOT NEGOTIABLE except in circumstances that affect all class members.

Student Signature

Parent/Guardian Signature

This form to be returned to the Drama teacher within 7 days of starting the course. Failure to do so may result in a recommendation to withdraw.