

Drama Studies



Nine 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 Studies! 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. As a TEE course it also generates a TER – see Expanded Rating Scale section for further explanation.

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/>)

Expanded Rating Scale

After calculating the final rating for each outcome and assigning a grade, a numerical score is determined from the final ratings by using the following scoring algorithm.

Rating	Scoring Algorithm	Indicator of Student performance
V+	12	Better than V with at least two components of the outcome achieved at a significantly higher level.
V	11	Achieves the criteria for V consistently.
V-	10	Nearly fulfils the criteria for V but lacks sufficient achievement in one component.
H+	9	Achieves the criteria for H with at least two components at a higher level.
H	8	Achieves the criteria for H consistently.
H-	7	Nearly fulfils the criteria for H but lacks sufficient achievement in one component.
S+	6	Achieves the criteria for S with at least two components at a higher level.
S	5	Achieves the criteria for S consistently.
S-	4	Nearly fulfils the criteria for S but lacks sufficient achievement in one component.
ND+	3	A substantial attempt at the question that indicates demonstration of the outcome but matching only a few of the components of an S.
ND	2	Begins to engage with the question and demonstrates the outcome to a slight extent. A token response.
ND-	1	Very incomplete responses. For a written response this might entail copying out of the question and little attempt to analyse or develop an answer.
X	0	Does not engage with the task or indicate the outcome to any extent.

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.

Examination

The examination will consist of a practical component (50%) and a written paper (50%).

The Practical Component consists of four parts.

Part I: Original Solo Production (20 marks). Candidates will give one performance of their solo original piece from Task 7, which must take 5-7 minutes.

Part II: Improvisation. (10 marks). Candidates will perform a short improvisation based directly on the Original Solo Production (up to 2 minutes).

Part III: Monologue (15 marks). Candidates will give one performance of a monologue, of their own choice, from any published script. The monologue will involve a single character/voice only, and if the script is edited, it will present a coherent and complete dramatic role (up to 3 minutes).

Part IV: Oral Interview. (5 marks). Candidates will undergo a short oral interview to discuss their drama processes, thinking and artistic choices (approximately 3 minutes).

The written paper will have a duration of two and a half hours and will consist of three parts.

Part I: Analysis and Interpretation of Script (20 marks). Candidates will give short written answers to questions in response to an unseen excerpt of script. All questions should be attempted.

Part II: Australian Drama (1960 and Beyond) (15 marks). There will be a choice of essay questions in this part. The questions will focus on the text and context of drama in performance. Candidates will be required to write one response, with reference to a set text studied.

Part III: World Drama (other than Australian) beyond 1900 (15 marks). There will be a choice of essay questions in this part. The questions will focus on the text and context of drama in performance. Candidates will be required to write one response, with reference to a set text studied.

Notes

1. A document, *Notes on Performance*, which describes the conduct of the practical component in more detail, will be sent to each candidate after confirmation of enrolment.
2. Candidates should bear in mind that scenery and props should be kept simple, and special effects of an elaborate nature (including lighting) are not allowed, except for equipment to play recorded sound.
3. Students must submit, at the start of their original production, a written declaration that the work is authentic.
4. The examiners will stop each component of the practical component if it exceeds the specified time limit.

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 – Compulsory for D647

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

1. Specific Subject Outcomes

- Outcome 1: Demonstrates techniques of verbal communication
 Outcome 2: Demonstrates techniques of non-verbal communication.
 Outcome 3: Creates and presents original drama in a style or form studied in the subject as a result of group discussion, improvisation and playbuilding activities.
 Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
 Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

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

3. Task Description

This task consists of four components:

1. A practical exercise that is intended to be completed in approximately 1-2 hours
2. A 500 - 800 word essay
3. A process journal
4. Supporting documentation presented in a folio.

The task requires the student to take on a particular role in dramatic action. The focus must be on effective 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 assessing larger groups.

Students must observe the following expectations:

- each student should respond during the role play to the group dynamics encountered
- each student should remain focused on the role
- student choices of verbal and non-verbal communication need to be consistent with the role
- each student should be able to comment on own role play and those taken by others.

It is expected that this assessment will be the culmination of activities where the students have the opportunity to explore and develop verbal and non-verbal communication skills.

4. Task Parameters

5.

The student will be expected to demonstrate:

- ?? appropriate verbal and non-verbal communication skills with clarity, fluency, control, pace, projection, vocal and physical flexibility, timing and spatial awareness according to role, relationships, mood and situation
- ?? ability to accept, develop and sustain role appropriate to the dramatic action and group requirements
- ?? ability to work in groups; to listen to others, to consider and accept others' ideas and contributions while also accepting the responsibility for developing them to show sensitivity, generosity, commitment and concentration
- ?? ability to evaluate the effectiveness of their own work, and the work of others, considering both processes and performances, demonstrating creativity and understanding of the whole piece
- ?? ability to write reflectively and present their reflections in their process journal
- ?? ability to record, reflect on and organise relevant materials from the activity in their drama folio.

At the completion of the task the student will:

- ?? submit a 500-800 word essay reflecting on the role play and their use of verbal and non-verbal communication skills. This assignment will be included as part of the student's folio
- ?? submit the journal and folio for assessment.

The teacher acts as facilitator and motivator in this process - clarifying the concepts and outlining the processes that students might follow through the various stages of the task.

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.

1. Specific Subject Outcomes

- Outcome 1: Demonstrates techniques of verbal communication
 Outcome 2: Demonstrates techniques of non-verbal communication.
 Outcome 3: Creates and presents original drama in a style or form studied in the subject 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: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
 Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

Through discussion and improvisation, the student undertakes playbuilding processes.

3. Task Description

This task consists of four components:

1. Performance of a polished improvisation
2. A 500 - 800 word essay
3. A process journal
4. Supporting documentation presented in a folio.

The task focuses on a topic or issue. In groups, students explore and use improvisation to construct a scenario/plot outline for a short group-devised play. They present their playbuilt performance to the class.

4. 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.

Students should work in a group with a minimum of three participants. No maximum number is given but teachers are reminded of the difficulties involved when assessing large groups.

The student will be expected to demonstrate:

- ?? appropriate verbal and non-verbal communication skills with clarity, fluency, control, pace, projection, vocal and physical flexibility, timing and spatial awareness according to character, relationships between characters, mood and situation
- ?? ability to create an appropriate environment ie use of space and possible use of lighting, sound, props, furniture, costumes, etc
- ?? ability to work in a group with generosity, commitment and concentration
- ?? ability to respond creatively to shape individual scenes and structure scenarios, research, select and reject material
- ?? ability to accept, sustain and develop a role appropriate to the situation and group need
- ?? ability to record and evaluate the playbuilding process
- ?? ability to record, organise and present their reflections and research in the process journal and drama folio.

At the completion of the task the student will:

- ?? submit a 500-800 word essay on the task, which will be included in the folio
- ?? submit the journal and folio for assessment.

The teacher acts as facilitator and motivator in this process - clarifying the concepts and outlining the processes that students might follow through the various stages of the task.

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.

1. Specific Subject Outcomes

- Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
 Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

The student presents a written response to a viewed performance.

3. Task Description

This task consists of three components:

1. A 500 - 800 word essay
2. Process journal
3. Supporting documentation presented in the folio.

This task requires the student to view a production, after which they will individually respond to it in written form. They will refer to the total theatrical impact and particular highlights and weaknesses where appropriate

4. Task Parameters

This task will be completed after the teacher has provided instruction in the basic elements of evaluating a performance. There will be opportunities for discussion about performances.

The student will view a performance.

The student will demonstrate:

- ?? consideration of the context of the performance in terms of occasion, the site, expectations, the audience, the space for performance including the auditorium, the space of performance, i.e. the stage
- ?? ability to succinctly describe the content of the performance
- ?? ability to interpret and evaluate the performance including an understanding of the skills involved and an appreciation of their effectiveness
- ?? ability to evaluate the production design and its contribution to the performance in terms of atmosphere, mood, emotion, symbolism, location, period and context
- ?? ability to personally respond to the production as a whole
- ?? to record, organise and present their reflections and research in their process journal and drama folio.

At the completion of the task the student will:

- ?? submit a 500-800 word essay on the task, which will be included in the folio
- ?? submit the journal and folio for assessment.

?? The teacher acts as facilitator and motivator in this process - clarifying the concept of performance evaluation.

Task 4: Scripted Performance

Students will present "Ghost Play" by Rick Doble

1. Specified Subject 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: Demonstrates an understanding of the social, theoretical and historical contexts of drama.**
- Outcome 6: Demonstrates roles and skills of the drama production team.**
- Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.**
- Outcome 8: Maintains and presents a process journal and drama folio.**

2. Task

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

3. Task Description

This task consists of four components:

1. The performance
2. A 500-800 word essay
3. A process journal
4. Supporting documentation presented in the folio.

The task requires the students to demonstrate in performance an understanding of the styles and conventions of the chosen work in its context. The student is required to illustrate and articulate an understanding of the central issues and values of the text and to present a memorised interpretation of a scene/s that reflects these understandings. The student will justify the artistic choices they have made in the preparation and interpretation of the scene.

4. Task Parameters

The teacher is to provide an overview of the contexts, techniques and conventions of the period/style of the selected text
The teacher may work as director

The student will place the script in its contexts

In groups, students will workshop, rehearse, memorise and present the script

The student will reflect in written form on the processes of the task from the first discussion to the final performance; they will also discuss and justify their artistic choices. This essay will be included in the drama folio.

In this task Drama Studies students will be expected to demonstrate:

- ?? ability to use appropriate vocal and physical skills i.e. with clarity, fluency, control, appropriateness to character and situation, pace, projection, vocal and physical flexibility, timing and spatial awareness
- ?? ability to work in role, interpret, develop and sustain a role/character and dramatic action with creativity and originality
- ?? ability to respond to the script, demonstrating understanding of context, the script as a whole and their contribution of the role/character
- ?? ability to work within the group focusing on their contributions to and involvement with the group
- ?? ability to evaluate their own performance and that of others and justify their artistic choices.

At the completion of the task the student will:

- ?? submit a 500-800 word essay on the task, which will be included in the folio
- ?? submit the journal and folio for assessment.

Task 5: Group 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.

1. Specified Subject Outcomes
 - Outcome 1: Demonstrates techniques of verbal communication
 - Outcome 2: Demonstrates techniques of non-verbal communication.
 - Outcome 3: Creates and presents original drama in a style or form studied as a result of group discussion, improvisation and playbuilding activities.
 - Outcome 6: Demonstrates roles and skills of the drama production team.
 - Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
 - Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

The student presents a fully realised group devised drama no longer than 30 minutes in duration.

3. Task Description

This task consists of four components:

1. Participation in the practical demonstration of the playbuilding process and performance of group devised drama
2. A 500-800 word essay
3. A process journal
4. Supporting documentation presented in the folio.

The task requires the student to work collaboratively in improvising, structuring, shaping and presenting a drama that demonstrates a style or form studied. Each group will be self contained and totally responsible for all aspects of the presentation.

4. Task Parameters

The students work collaboratively in evolving the content, improvising, developing, rehearsing and refining the drama.

They may work either in a small group or as a whole class

The student will demonstrate drama skills in playbuilding using a form or style that they have studied

The student will demonstrate an understanding of stagecraft and technical roles in the realisation of the drama

The drama must be presented to an audience

The students will reflect in written form in their journal on the processes used

They will submit their final script and documentation of the development of the task

At each stage, the student should be encouraged to critically discuss progress with the teacher

The student will illustrate in a 500-800 word essay an understanding of the processes undertaken making links between their own work and the form or style used

The teacher should act as facilitator and motivator in this process but the focus must be on the group of students collaboratively managing all aspects of the playbuilding process.

In this task the student will be expected to demonstrate:

- ?? ability to use their voice and movement appropriate to situation, mood and character
- ?? ability to create an appropriate performance environment i.e. the use of space and possible use of light, sound, props, furniture, costume, etc.
- ?? the ability to accept, develop and sustain a role/character appropriate to the situation and dramatic action as well as the needs of the group

- ?? ability to respond creatively to the form or style chosen for exploration and to sensitively shape, research, select and reject material
- ?? ability to structure a dramatic situation through a critical process of refinement and to evaluate the effectiveness of the result
- ?? competent and practical knowledge of one production design skill related to the work prepared for presentation to an audience. Students should display an understanding of the basic principles of their specialisation as well as imagination, and inventiveness in its application

At the completion of the task the student will:

- ?? submit a 500-800 word essay on the task, which will be included in the folio
- ?? submit the journal and folio for assessment.

Task 6: Design and Production Team

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

1. Specified Subject Outcomes

- Outcome 5: Demonstrates an understanding of the social, theoretical and historical contexts of drama.
- Outcome 6: Demonstrates roles and skills of the drama production team.
- Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
- Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

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

3. Task Description

This task consists of three components:

- 1. An oral presentation of their role to the class (maximum 3 minutes)**
- 2. A process journal which details the contribution of the role undertaken**
- 3. Supporting documentation presented in the folio.**

4. Task Parameters

The teacher will assist the student to recognise the roles and functions of the production team.

In choosing the particular design and production roles to be studied the teacher should consider availability of resources and expertise. NOTE: Although it is acceptable for several students in a class to study the same role, it is preferable that they cover a range of roles.

The student will demonstrate:

- ?? understanding of the production role studied in relation to the chosen scene
- ?? ability to evaluate the production role, define problems, research possible solutions and map out the solutions
- ?? ability to explain to the class in an oral presentation of not more than 3 minutes, the design and artistic choices made
- ?? ability to record, organise and present their reflections and research in their process journal and drama folio.

At the completion of the task the student will:

- ?? make an oral presentation of their production role to the class (maximum 3 minutes)
- ?? submit the journal and folio for assessment.

The teacher acts as facilitator and motivator in this process - clarifying the concepts and outlining the processes that students might follow through the various stages of the task.

Task 7: Text and Context

1. Specified Subject Outcomes

- Outcome 1: Demonstrates techniques of verbal communication
- Outcome 2: Demonstrates techniques of non-verbal communication.
- Outcome 3: Creates and presents original drama in a style or form studied 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: Demonstrates an understanding of the social, theoretical and historical contexts of drama.
- Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.
- Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

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.

3. Task Description

This task consists of four components:

1. The performance
2. A 500 - 800 word essay
3. A process journal
4. Supporting documentation presented in the folio.

4. Task Parameters

The teacher should assist the student to acquire an understanding of the historical, social and cultural contexts of the chosen script.

The teacher will facilitate the student gaining knowledge and understanding of the chosen text.

The student will demonstrate:

- ?? understanding of the historical context of the chosen script, through the prepared improvisation. NOTE: The students may choose to focus on social issues, religious beliefs, behavioural norms, political systems, environment, family structure, power structure, patriarchy, conventions of the theatre, etc.
- ?? an ability to establish the links between the issue explored and its realisation within the prepared improvisation. This will be demonstrated in the performance and the written response
- ?? the ability to record, organise and present their reflections and research in the process journal and drama folio.

At the completion of the task the student will:

- ?? submit a 500 - 800 word essay on the task which will be included in the folio
- ?? submit the journal and folio for assessment.

The teacher acts as facilitator and motivator in this process - clarifying the concepts and outlining the processes that students might follow through the various stages of the task.

Task 8: Drama Folio and Process Journal

1. Specified Subject Outcomes

Outcome 8: Maintains and presents a process journal and drama folio.

2. Task

The students maintains and presents a process journal and drama folio.

3. Task Description

This task consists of two components:

1. The Drama Folio
2. The Process Journal.

The task requires the student to individually compile a folio, including a process journal, which documents the formal and informal written and practical components of the subject.

The folio must be organised and contain evidence of all work and assessment tasks pertaining to all components of the subject.

The process journal is the student's record of their learning in the subject and must form an integral part of the drama folio.

4. Task Parameters

The student will:

- ?? organise and maintain a drama folio throughout the subject
- ?? maintain a process journal throughout the subject.

The folio will be:

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

The process journal will:

- ?? be a complete record of the student's process and progress through the subject
- ?? record the student's understanding of both the practical and theoretical aspects of the subject
- ?? contain informal written responses to their own drama and the drama of others
- ?? demonstrate the student's ability to reflect and evaluate rather than merely report
- ?? demonstrate a personal response to drama.

At the completion of this task the student will:
?? submit the journal and folio for assessment.

The teacher acts as facilitator and motivator in this process- clarifying the concepts and outlining the processes that students might follow through the various stages of keeping a folio and process journal. They will ensure students understand the different genres of writing and responding in folios and process journals.

Task 9: Written Examinations

1. Specific Outcomes

Outcome 5: Demonstrates an understanding of the social, theoretical and historical contexts of drama.
Outcome 7: Records, describes, reflects, interprets and evaluates own drama, and the drama of others.

2. Task

Students will complete written examinations to demonstrate knowledge and understanding of the historical, theoretical, contextual and technical aspects of the subject.

3. Task Description

Students will undertake two written examinations based on the knowledge and understandings developed in this subject.

4. Task Parameters

The teacher will design written examinations that assess the appropriate sections of the subject.

It is strongly recommended that the examinations are based on the models provided for the Tertiary Entrance Examination.

The examinations will focus on drama in performance and be related to work completed in the subject.

The teacher acts as facilitator in this process- clarifying the concepts and outlining the procedures and examination requirements of the students.



John Forrest Senior High School
 Drake Street Embleton WA 6062

Student Name

Form

Date:

✗ Drama D647
 ✗ Drama Studies D647

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.