

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

Welcome to Year 12 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 12 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 E634 (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 12 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	Text Analysis ?? Working with scripts ?? Characterisation ?? Design ?? Verbal and Non-verbal components Oral Interpretation of Text Work on dealing with Scripts ?? Monologue selection for Task 1 ?? Allocation of roles for scripted performances Task 6/Task 2**	
3	Monologue ?? Analysis of themes and issues ?? Styles ?? Characters and situations	
4	Theatre Visit ?? Expectations ?? Requirements for Written Responses	Task 1 – Monologues (Practical)
5	Heritage and Contexts – Theatrical Movements and Styles Production and Design Elements ?? Set, costume, lighting ?? StageStruck CDRom by NIDA	Task 1 – Scripted Scene (Written) Under exam conditions
6	Performance theory – styles and approaches Significant Practitioners – different approaches to Drama ?? Peter Brook ?? Augusto Boal ?? Robert Wilson ?? Antonin Artaud ?? Bertolt Brecht	Task 4 – Written Evaluation of Viewed Performance (pt 1)
7	Scripted Production rehearsals continue (Task 6/Task 2 **) Set, Prop and Costume plans required	
8	Scripted Production rehearsals continue (Task 6/Task 2 **)	
9	Scripted Production rehearsals continue (Task 6/Task 2 **) Dress rehearsals	
10	Read <i>Bran Nue Day</i> Read <i>Mother Courage and her Children</i> Select Scenes for Task 5	Task 6 – Scripted Production – Evening Performances

NOTES:

**TASK 2: most students will be required to complete the Production and Design Task in conjunction with Task 6.

Each student will have a production role to fulfil. The roles available include:

- ?? Costume designer and manager
- ?? director
- ?? dramaturg
- ?? front-of-house manager
- ?? lighting designer and operator
- ?? make-up designer and artist
- ?? music director
- ?? production manager
- ?? properties manager
- ?? publicist
- ?? set designer and constructor
- ?? sound designer and manager
- ?? stage manager

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	Review set texts ?? Analysis ?? Interpretation ?? Stylistic choices Work on Task 5 – Script in Style Each student to work in a group and present 2 scenes in contrasting style or form	Task 6 - Written Component due for submission
2	Work on Task 5 – Script in Style	Task 2 – Written Component due for submission
3		Task 5 – Script in Style (Practical)
4	Exam preparation and revision The elements of improvisation	Task 5 – Script in Style (Written)
5	Study break?	
6		Task 9 – Examination (Part 1)
7	Overview of Task 7 – Original Solo Production ?? Requirements ?? Limitations ?? Exam conditions ?? Purpose ?? Initial Ideas ?? Different approaches Work on Task 3 – Extended Improvisation ?? Select theme and/or issue to tackle	
8	Work on Task 3 – Extended Improvisation ?? Research ?? Planning the improvisation ?? Deepening the improvisation	
9	Present Task 3 – Practical Component	Task 3 – Extended Improvisation – Practical
10	Mr Flintoff in Canada for Drama World Congress Students complete written components of Tasks 3 and 4. Students prepare folio for submission FOLIOS (including journal and all written work to date) COLLECTED	Task 4 – Written Evaluation of Viewed Performance (part 2) Due Task 3 – Extended Improvisation – Written 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 Original Performances	
2	Rehearsals and polishing Original Performances	
3	Rehearsals and polishing Original Performances	
4	Evening Performances of Original Productions	Task 7 – Original Production – Drama (E647) Assessments
5	Review the performances – consider modifications for Exam Presentation	
6		Task 7 – Written Component Due
7	Folio Completion	
8	Original performances – assessments	Task 7 – Original Production – E647 (under exam controls) (written work due)
9	Examination preparation Final requirements for TEE Practical Examination	
10		Task 9 – Examination (part 2)
BREAK 1		TEE Practical Examination
BREAK 2		

NOTES:

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		
2	Examination revision	Task 8 – Folio Due
3		
4		TEE Commences
5		
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: Performance Skills

1. Specific Outcomes

Outcome 1	Demonstrates techniques of verbal communication through improvisation and text interpretation.
Outcome 2	Demonstrates techniques of non-verbal communication through improvisation and text interpretation.
Outcome 3	Demonstrates an understanding of drama text and heritage.
Outcome 5	Demonstrates sustained realisation of character from published scripts.
Outcome 7	Records, describes, reflects, interprets and evaluates own drama and the drama of others, using appropriate key terms and the language of drama.
Outcome 8	Plans organises, maintains and presents a drama folio.

2. Task

In pairs the student workshops, interprets and presents a 3-5 minute scene from an appropriate text.

3. Task Description

This task consists of three components:

1. A Performance
2. A 500 – 700 word report
3. Supporting documentation presented in the folio.

This task requires students to workshop a scene from an appropriate play. Students should focus on analysing and presenting dialogue which illustrates their understanding of sub-text. The play could be chosen from the text and heritage selection.

4. Task Parameters

?? This task will be completed at the end of a series of activities that have focused on developing the student's performance skills.

The student will:

- ?? demonstrate an understanding of the elements of drama including role, space, time, language, focus on human interaction
- ?? apply voice and movement to appropriate text interpretation
- ?? discuss the interpretation with the teacher and fellow student
- ?? The student is to write a 500-700 word report which evaluates the process and product of the task. This will be included in the folio.

Task 2: Design and Production Team

This task will be completed in conjunction with Task 6 – Scripted Production. Students will be required to either direct other students in a one-act play or to take responsibility for technical design and management of the performance of a one-act play.

1. Specific Outcomes

Outcome 6	Executes practically one of the roles and skills of the production and design team in drama.
Outcome 7	Records, describes, reflects, interprets and evaluates own drama and the drama of others using

Outcome 8 appropriate key terms and the language of drama.
Plans, organises, maintains and presents a drama folio.

2. Task

The student demonstrates practically one of the roles of a drama production team.

3. Task Description

This task consists of two components:

1. Fulfilling the role and responsibilities of one member of the production team
2. Documentation presented in the folio to support the process.

The task requires the student to work either individually or collaboratively as a member of a drama production team such as "set or costume design." The task should be completed in association with any significant performances undertaken throughout the course. For example, the role could equally be fulfilled in conjunction with a text and heritage performance as it could with the scripted or original production.

4. Task Parameters

The teacher will:

- ?? facilitate the student acquiring an understanding and practical experience of the role(s) and function(s) of the design and production team
- ?? consider availability of resources and expertise in choosing the particular role(s) undertaken. N.B. it is quite acceptable for all students in a class to undertake the same particular role or alternatively to choose from a variety of roles
- ?? provide students with a brief detailing the requirements of the role being undertaken.

The student will:

- ?? practically fulfil the requirements of the role
- ?? the student is to include supporting materials in the drama folio. All materials relating to the practical completion of the task and a copy of the brief detailing the requirements of the role being undertaken should be included. The student may include, as appropriate, other notes, sketches, designs, videotapes, plans etc. This will be included in the folio.

Task 3: Extended Improvisation on an Issue or Theme

1. Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication through improvisation and text interpretation.
- Outcome 2** Demonstrates techniques of non-verbal communication through improvisation and text interpretation.
- Outcome 3** Demonstrates an understanding of drama text and heritage.
- Outcome 4** Prepares and performs original solo or duo drama performance which has been developed using research, discussion and workshop.
- Outcome 7** Records, describes, reflects, interprets and evaluates own drama and the drama of others using appropriate key terms and the language of drama.
- Outcome 8** Plans, organises, maintains and presents a drama folio.

2. Task

The student individually or in pairs, prepares and performs an extended improvisation relating to an issue or theme in a contemporary text studied.

3. Task Description

This task consists of three components:

1. A performance
2. A 500 – 700 word report
3. Supporting documentation presented in the folio.

The task requires the student to explore the major pre-occupations of contemporary drama and illustrate understanding through the creation and performance of an improvisation.

4. Task Parameters

The teacher will:

- ?? assist the student to acquire an understanding of the historical contexts of the chosen script
- ?? assist the student to identify the central themes and issues of contemporary drama.

The student will:

- ?? read and discuss the text with teacher direction and place it in context
- ?? use this text as the basis of an improvisation
- ?? demonstrate control of improvisation and performance techniques
- ?? demonstrate in performance an understanding of the issues and themes of the text studied
- ?? The student is to write a 500-700 word report which evaluates the process and product of the task. This will be included in the folio.

Task 4: Written Analysis of Viewed Performances

Students will be offered opportunities to attend two performances during Term One. Students who fail to utilise these opportunities must make their own arrangements AND still observe deadlines.

1. Specific Outcomes

- Outcome 7** Records, describes, reflects, interprets and evaluates own drama and the drama of others using appropriate key terms and the language of drama.
- Outcome 8** Plans, organises, maintains and presents a drama folio.

2. Task

The student will present in written form, two responses to performances viewed.

3. Task Description

The task requires the student to view and individually analyse productions at two points across the subject. Reference will be made to the total theatrical impact, and highlights and weaknesses where appropriate.

4. Task Parameters

This task consists of two components:

- 1 Two 500 – 700 word reports, analysing performances viewed
- 2 Supporting documentation presented in the folio.

This task will be completed after the teacher has provided instruction in the elements of interpreting and evaluating a performance.

- ?? The student should be encouraged to attend a wide range of available forms and styles of drama from which they will write reviews
- ?? View performances (where circumstances preclude the student from attending live performance, response to a video of a dramatic text of sound technical quality is acceptable)
- ?? Submit two 500-700 word reports, analysing performances viewed. The responses should include comment on the following elements - form, style, plot, structure, characterisation, production and design elements, but also may include other relevant material. This should be included in the folio.

Task 5: Script in Style

Students will select appropriate scenes, one from each of the studied texts and present them as memorised and polished performances.

1. Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication through improvisation and text interpretation.
- Outcome 2** Demonstrates techniques of non-verbal communication through improvisation and text interpretation.
- Outcome 3** Demonstrates an understanding of drama text and heritage.
- Outcome 5** Demonstrates sustained realisation of character from published scripts.
- Outcome 7** Records, describes, reflects, interprets and evaluates own drama and the drama of others using appropriate key terms and the language of drama.
- Outcome 8** Plans, organises, maintains and presents a drama folio.

2. Task

The student presents, as part of a group, two scenes from chosen scripts which illustrate contrasting styles of the form and/or period.

3. Task Description

This task consists of three components:

1. A performance
2. A 500 – 700 word report
3. Supporting documentation presented in the folio.

The task should involve exploration of two appropriate texts. For example:

Sophocles' *Antigone*: Focus on vocal delivery and movement of the chorus, focus on stylisation and language and of the protagonist and antagonist.

Brecht's *The Good Woman of Setzuan*: Focus on techniques of alienation, focus on style of narration.

Note: There is a wide range of appropriate texts but choices should reflect texts and heritage studied, appropriate dramatic quality and challenge.

4. Task Parameters

Texts chosen should present clear tasks in terms of contrasting styles of acting and interpretation.

The teacher will assist the student to acquire an understanding of the historical context of the chosen scripts, and of the style of the form and/or period.

The student will:

- ?? read and discuss with teacher direction, the texts and place in context
- ?? illustrate in performance understanding of the contrasting styles, forms and genres studied
- ?? employ voice and movement appropriate to the styles
- ?? The student is to write a 500-700 word report which evaluates the process and product of the task. This will be included in the folio.

Task 6: Scripted Production

Students will be required to work in pairs to perform a one-act play that will be supplied. Students will work with another pair to complete Task 2 in relation to this task.

1. Specific Outcomes

- | | |
|------------------|---|
| Outcome 1 | Demonstrates techniques of verbal communication through improvisation and text interpretation. |
| Outcome 2 | Demonstrates techniques of non-verbal communication through improvisation and text interpretation. |
| Outcome 3 | Demonstrates an understanding of drama text and heritage. |
| Outcome 5 | Demonstrates sustained realisation of character from published scripts. |
| Outcome 6 | Executes practically one of the roles and skills of the production and design team in drama. |
| Outcome 7 | Records, describes, reflects, interprets and evaluates own drama and the drama of others using appropriate key terms and the language of drama. |
| Outcome 8 | Plans, organises, maintains and presents a drama folio. |

2. Task

The student performs in a scripted production.

3. Task Description

This task consists of three components:

- 1 A Performance
- 2 A 500 – 700 word report
- 3 Supporting documentation presented in the folio.

The task requires the student to demonstrate an understanding of the styles and conventions of drama; to illustrate an understanding of the central issues and values of the script; to work collaboratively to assist in the realisation of the production and to present a memorised interpretation that reflects these understandings.

4. Task Parameters

- ?? This task will be completed at the end of a series of activities that have focused on developing the student's performance skills
- ?? The script will be selected from the work of a recognised playwright
- ?? The teacher will assist students to acquire an understanding of the techniques and conventions of drama and to

place the chosen script in context.

The student will:

- ?? read the entire script
- ?? rehearse, memorise and perform the script
- ?? demonstrate in performance control of the elements of drama including role, space, time, language, focus, human interaction and the use of movement and voice to express character in theatrical terms
- ?? demonstrate sensitive awareness and imaginative understanding in the employment of the role in relation to the other characters on stage
- ?? Executes either a major or minor role in the production and design team. This could include designing own makeup, obtaining own costume, designing the admission ticket etc.
- ?? The student is to write a 500-700 word report which evaluates the process and product of the task. This will be included in the folio with any other relevant documentation which could also include character analysis, blocking, costume notes, rehearsal notes etc.

Task 7: Original Production

1. Specific Outcomes

- Outcome 1** Demonstrates techniques of verbal communication through improvisation and text interpretation.
- Outcome 2** Demonstrates techniques of non-verbal communication through improvisation and text interpretation.
- Outcome 3** Demonstrates an understanding of drama text and heritage.
- Outcome 4** Prepares and performs an original solo or duo drama performance which has been developed using research, discussion and workshop.
- Outcome 6** Executes practically one of the roles and skills of the production and design team in drama.
- Outcome 7** Records, describes, reflects, interprets and evaluates own drama and the drama of others using appropriate key terms and the language of drama.
- Outcome 8** Plans, organises, maintains and presents a drama folio.

2. Task

The student develops, drafts, scripts, designs and performs a fully realised original solo or duo drama production.

3. Task

The task requires the student to work either individually or collaboratively in evolving the subject, structuring, shaping and performing the piece. The performance should be of 5 – 7 minutes solo or 10-14 minutes duo.

4. Task Parameters

This task consists of three components:

- 1 A rehearsed memorised performance
- 2 A formal script
- 3 Documentation presented in the folio to support the process.

This task will be completed in approximately 16 hours of class time.

The student will:

- ?? evolve, investigate and research the subject, ideas and themes
- ?? draft, develop, design shape and write a script
- ?? rehearse, review, refine and memorise the piece for performance
- ?? select theatrical devices to assist in the realisation of the dramatic text. These could include costume, props, lighting, sound and music where available and appropriate to the script
- ?? present the piece to an audience
- ?? demonstrate complete involvement in character and dramatic action that is clear and consistent and evokes audience belief and response
- ?? demonstrate control in performance of the elements of drama including role, space, time, language, focus, human interaction and the use of movement and voice to express character in theatrical terms
- ?? demonstrate sensitive awareness and imaginative understanding in the realisation of the role in relation to the interaction with other characters on stage, if applicable
- ?? present documentation that supports the process and product of this task. This will be included in the folio. Evidence of research, character analysis, blocking, costume/set/lighting/sfx notes (where appropriate and available), rehearsal notes, script drafts and final script.

Submit the script which will:

1. adhere to the time requirements
2. involve dramatic tension/conflict
3. demonstrate dramatic structure
4. indicate technical requirements and stage directions.

Task 8 Drama Folio

1. Specific Outcomes

Outcome 8 Plans, organises, maintains and presents a drama folio.

2. Task

The student presents a drama folio which has been planned, organised and maintained during the subject.

3. Task Description

This task consists of one component:

- 1 A folio.

The task requires the student to work individually in the compilation of a folio that reflects the formal and informal written materials and other components. The folio should show organisation, evidence of planning and on-going maintenance.

4. Task Parameters

The student will:

- ?? plan
- ?? make choices about format
- ?? include all formal and informal written work
- ?? include all appropriate information
- ?? submit the folio for assessment at specified points in the subject
- ?? present the drama folio for final assessment at the conclusion of the subject.

The folio will be:

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



John Forrest Senior High School
Drake Street Embleton WA 6062

Student Name

Form

Date:

- ✗ Drama E634
- ✗ 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.