

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 12 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 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 – 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

Individually, in pairs, or as part of a small groups, the student workshops, interprets and presents a 3- 5 minute scene from an appropriate text. **For the purposes of this task E647 students are required to prepare this as a monologue – and to present it under examination conditions. Monologues may be selected by students – however a small selection will be provided if students are unable to source material themselves. This task is preparation for the TEE practical examination.**

3. Task Description

This task consists of four components:

1. A performance
2. A 750 - 1000 word essay
3. A process journal

Supporting documentation presented in the folio.

This task requires the student to workshop, memorise and present a scene from a published text. Students should focus on analysing and presenting the scene, demonstrating an understanding of performance techniques, the form and context of the chosen piece.

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 interpretation of role and character.
- ?? informally discuss the interpretation with the teacher and fellow students
- ?? submit a 750-1000 word essay critically responding to the process and product of this task including:
 - a) A clear description of the activity
 - b) *An analysis of the student's contribution including the identification of problems encountered and solutions applied*
 - c) Constructive comments on the work of other groups
 - d) An analysis of the student's own learning and understanding of the text or form being treated
- ?? record and organise the relevant materials in the drama folio
- ?? maintain a written record of the processes of this task
- ?? submit the journal and folio for assessment.

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 appropriate key terms and the language of drama.
Outcome 8 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 four components:

1. Fulfilling the role and responsibilities of one member of the production team
2. Discussion justifying choices made in undertaking the production role
3. A process journal
4. Supporting documentation presented in the folio.

The task requires the student to work either individually or collaboratively as a member of a drama production team.

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

The task should be completed in association with any significant performances undertaken.

4. Task Parameters

The teacher will:

- ?? facilitate the student's engagement in, and understanding of, the practical experience of the role(s) and function(s) within the design and production team
- ?? consider availability of resources and expertise in choosing the particular role(s) undertaken. Teachers should note that it is quite acceptable for some or all students in a class to undertake the same particular role
- ?? provide students with a brief detailing the requirements of the role being undertaken.

The student will:

- ?? practically fulfill the requirements of the task
- ?? after the task is completed, orally justify their choices in undertaking the production role
- ?? maintain a written record of the processes of this task (see task 8 for requirements)
- ?? record and organise the relevant materials in the drama folio. including, as appropriate, notes, sketches, designs, video tapes, plans, etc.
- ?? submit the journal and folio for assessment.

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 or in groups of three prepares and performs an extended improvisation relating to an issue or theme in a contemporary text studied.

3. Task Description

This task has four components:

1. A performance.
2. A 750 - 1000 word essay
3. A process journal
4. Supporting documentation presented in the folio.

The task requires the student to explore and contextualise the drama text and heritage issues of a contemporary play and illustrate understanding through the creation and performance of an improvisation.

4. Task Parameters

The teacher will:

- ?? engage the student in activities that enable them to develop an understanding of the historical and theoretical contexts of the chosen text
- ?? assist students to identify the central themes, issues and historical/theoretical contexts of a contemporary text

The student will:

- ?? read and discuss the text with teacher direction and place it in context
- ?? use the text as the basis of an improvisation
- ?? demonstrate in performance an understanding of the issues, themes and contexts of the text studied
- ?? shape the improvisation, research, select and reject material
- ?? accept, sustain and develop a role appropriate to the text being studied
- ?? demonstrate control of improvisation and performance techniques using 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, dramatic action, mood and situation
- ?? demonstrate the ability to create an appropriate performance environment - i.e. use of space and possible use of lighting, sound, props, furniture, costumes, etc.
- ?? demonstrate the ability to work in a group with, commitment and concentration; to listen to others, to consider and accept others' ideas and contributions
- ?? present a 750-1000 word essay reflecting on the task and making connections between the text and its context
- ?? maintain a written record of the processes of this task (see task 8 for requirements)
- ?? submit the journal and folio for assessment.

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 analyses of performances viewed.

3. Task Description

This task has three components:

1. Two 750 - 1000 word essays
2. A process journal
3. Supporting documentation presented in the folio.

This task requires the student to view and individually analyse two productions. Reference will be made to the total

theatrical impact, the highlights and the weaknesses where appropriate.

4. Task Parameters

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

The student will:

- ?? be encouraged to attend/view a wide range of available forms and styles of drama
- ?? view drama performances (where circumstances preclude the student from attending live performances, responses to a video of dramatic texts of sound technical quality is acceptable)
- ?? consider 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
- ?? demonstrate an ability to succinctly describe the content of the performance
- ?? demonstrate an ability to analyse the performance including an understanding of the skills involved and an appreciation of their effectiveness
- ?? demonstrate an ability to analyse the production design and its contribution to the performance in terms of atmosphere, mood, emotion, symbolism, location, period and context
- ?? include personal responses to aspects of the performance and the production as a whole
- ?? record, organise and present their reflections and research in the journal and drama folio
- ?? **submit two written analyses of performances viewed, each 750-1000 words in length.**

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 memorised scenes (each 3 to 5 minutes in length) from chosen scripts that illustrate contrasting styles of form and/or period.

3. Task Description

This task consists of four components:

1. A performance
2. A 750 - 1000 word essay
3. A process journal
4. Supporting documentation presented in the folio.

The task requires the student to:

- ?? explore two forms or periods and choose one text from each
- ?? focus on the styles, conventions, language, performance aspects and the historical/theoretical contexts of each
- ?? memorise and present two 3 to 5 minute scenes
- ?? perform the task as part of a small group of not more than five students.

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

The teacher will assist the student to:

- ?? engage in activities that enable them to develop an understanding of the historical and theoretical contexts of the chosen plays and the style of forms and/or periods.

The student will:

- ?? read and discuss each of the texts and place them in context

- ?? demonstrate in performance an understanding of the styles of form and/or periods studied
- ?? use voice and movement consistent with the context of the chosen plays
- ?? write a 750-1000 word comparative essay demonstrating understanding of the styles and/or periods studied and illustrating points by referring to examples from the performances in this task
- ?? reflect, in their process journal, on the process and product of own work and the work of others
- ?? submit the journal and folio for assessment.

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 four components:

1. The performance
2. A 750 - 1000 word essay
3. A process journal.
4. Supporting documentation presented in the folio.

- ?? A script will be selected from the work of a recognised playwright
- ?? The teacher will assist the students to acquire an understanding of the techniques and conventions of drama and to place the chosen script in those contexts
- ?? The script chosen could be a one-act play, a series of linked scenes or extracts, or if time allows, a longer play. There is no requirement for students to take part in a full-length play [though many students prefer to do so]
- ?? The teacher must ensure that all students perform a reasonably sized role in the production so that the student is able to adequately demonstrate the realisation of a sustained character.

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:

- ?? read the entire script
- ?? rehearse, memorise and perform their role from the script
- ?? work collaboratively to assist in the realisation of the production
- ?? demonstrate control in performance of the elements of drama including role, spatial awareness, timing, focus, interaction with other characters and the use of movement and voice
- ?? demonstrate awareness and imagination in the performance of the role in relation to the other characters on stage
- ?? demonstrate in performance, an understanding of the styles and conventions of drama and the central issues and values of the script.
- ?? demonstrate the ability to work within the group i.e. contribution to and involvement with the group, sensitivity, generosity, commitment, concentration and ability to lead and support the group
- ?? reflect on the preparation - the process leading to the presentation, the exploration and development of the role and characterisation, the exploration of appropriate voice and movement skills, the ability to contribute positively to the groups and evaluate, alter, research and refine the material/role/character and prepare the piece for performance
- ?? present verbal justification of the artistic choices they have made in the preparation and interpretation of the scene
- ?? executes either a major or minor role in the production and design team. This could include designing own make-up, obtaining own costume, designing the admission tickets, and so on.

- ?? maintain in their journal a reflective record and critical responses to their own process and to the work of others. They should also include in the journal and/or folio character analysis, blocking, costume notes, rehearsal notes, etc.
- ?? write a 750 - 1000 word essay which analyses own work and the work of others in the task eg they may detail their experiences, discuss problem solving and address specific issues such as character development
- ?? submit the journal and folio for assessment.

Task 7: Original Solo 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 drama production of 5 - 7 minutes duration.

3. Task Description

This task consists of four components:

1. A rehearsed, memorised performance.
2. A script of the performed production.
3. A process journal with an extended thorough discussion of their processes including their own evaluation of their production
4. Supporting documentation presented in the folio.

This task requires the student to work individually in evolving the subject, structuring, shaping, designing and performing the piece. The performance should be of 5 - 7 minutes in duration.

This is a culminating task based on developmental learning throughout the subject.

Students will be required to perform this piece for assessment in the Tertiary Entrance Examination. In the external examination, students will be required to make an improvisation based on this production and should be prepared for this activity.

This original solo production must be completed and assessed prior to the student doing their practical tertiary entrance examination.

4. Task Parameters

The student will:

- ?? evolve, investigate and research the subject, ideas and themes
 - ?? draft, develop, design, shape and write the 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 a commitment to the character within a dramatic structure that is clear, sustained engaging and believable
 - ?? keep in mind the need to design this piece so that it is able to be modified for the exam performance
 - ?? demonstrate a link to a drama theory(s) and/or style(s) studied in this subject
 - ?? demonstrate control in performance of the elements of drama including role, space, time, language, focus, the human condition and the use of movement and voice to express character in theatrical terms
 - ?? demonstrate awareness and imaginative understanding of the characters in the realisation of the role
 - ?? maintain a thorough record of the process and product of this task in the folio and journal. This will include clear explanations of the artistic decisions made in realising this performance. In addition, the student will include evidence of research, character analysis, blocking, production notes, rehearsal notes, drafts of the script and the 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

?? submit the script, journal and folio for assessment.

Task 8 Drama Folio

1. Specific Outcomes

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

2. Task

The student maintains a reflective journal and presents it along with a drama folio which has been planned, organised and maintained during the subject.

3. Task Description

This task consists of two components:

1. The Drama Folio
2. The process journal

The task requires the student to work individually in the compilation of a folio, including a reflective journal, which will be a cumulative record of the formal and informal written and practical components of the subject.

The folio must show organisation, on-going maintenance and contain a collection of all provided materials related to the subject.

4. Task Parameters

The student will:

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

The folio will be:

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

The reflective journal will:

- ?? be a cumulative 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 written analysis of own work and the work of others
- ?? demonstrate the student's ability to evaluate, analyse and synthesise rather than merely report
- ?? demonstrate a personal response to drama.

Task 9 – Examinations

Task

The student completes written examinations to demonstrate their knowledge and understanding of the historical, theoretical, contextual and technical aspects of the subject.

Task Description

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

Task Parameters

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

The examinations will be based on the models provided for the Tertiary Entrance Examinations.

The examinations will include performance evaluation and written responses related to work completed in the subject.



John Forrest Senior High School
 Drake Street Embleton WA 6062

Student Name

Form

Date:

✂ Drama E647
 ✂ 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.