



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Drama
Topic	Individual Project (Performance) – Progress Mark
Class Teacher	Mr D Jones
Head Teacher	Mrs P Frost
Year	12
Date Given	7 February, 2019
Date Due	1 March, 2019 (Week 5B)
Weighting	20%

Assessment Outline

PERFORMANCE (10%):

You are to present a solo **performance** that is **3 - 4 minutes** in length. You are to make appropriate use of any costumes, props and set required to aid your performance. You should know all of your lines and you should be beginning to work on performance techniques.

If you are not prepared to perform on the day, you will receive zero for your performance.

LOGBOOK (10%):

Students are to submit their logbooks for collection. Logbooks should include:

- evidence of research to support the development of your performance concept, plus reflections on this research (internet, articles, reviews of performances, images, sketches, notes) - *5 pages*
- character profile and further research to support character development (images and words) - *2 pages*
- draft of the script annotated with particularly important moments, voice/stage directions and initial ideas for blocking - *2 pages*
- a draft rationale* for the teacher to review - *1 page (300 words)*

* the rationale will be an explanation of the overall intention of the work. This includes the approach taken and the reasons leading to eventual decisions.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

The using of the work of others without acknowledgement will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Criteria for examining Individual Project: Performance

Assessment Criterion 1: Performance skills appropriate to the style or form (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate:

- Vocal Dynamics: projection, clarity, tone, pitch, pace
- Movement Dynamics: control, energy, spatial awareness
- Timing: control of delivery, responses to cues, awareness of rhythms.

Outcomes assessed: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary performance skills including vocal, movement, and timing appropriate to the style or form	9–10
• Demonstrates substantial performance skills including vocal, movement, and timing appropriate to the style or form, although some skills may be more refined than others	7–8
• Demonstrates adequate performance skills including vocal, movement, and timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, pace, dynamics; control of energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing	5–6
• Demonstrates limited performance skills including vocal, movement, and timing which may be inappropriate to the style or form	3–4
• Demonstrates minimal performance skills with little understanding of style or form	1–2

Assessment Criterion 2: Sustaining and developing role/character (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate:

- Belief/conviction/energy
- Complexity/dimension
- Clarity in presentation of character(s) or role(s)
- Focus

Outcomes assessed: H1.1, H1.2, H1.3, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s)	9–10
• Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing role(s) or character(s) may be more refined than others	7–8
• Demonstrates adequate ability to realise and sustain role(s) or character(s), which are unsustainable or inconsistent. Variations may occur in level of belief/conviction/energy, complexity/dimension, focus and clarity in presentation	5–6
• Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation	3–4
• Displays minimal or no ability to realise role(s) or character(s). May play themselves. Minimal involvement or lack of clarity in presentation of role(s) or character(s)	1–2

Assessment Criterion 3: Structure and dramatic coherence (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate:

- Effective use of performance elements
- Establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
- Integrity, originality and clarity in analysis, interpretation and presentation of the chosen material
- Realisation of a coherent theatrical performance
- Effective use of space in the context of the performance style.

Outcomes assessed: H1.3, H2.1, H2.2, H2.3, H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates outstanding manipulation of the performance elements• Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response• Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style• Demonstrates sophisticated use of space appropriate to the material/style	9–10
<ul style="list-style-type: none">• Demonstrates substantial ability to control the performance elements• Demonstrates accomplished ability to effectively engage the audience• Presents a coherent and largely theatrical performance which demonstrates an effective interpretation of the chosen material/style• Demonstrates effective use of space appropriate to the material/style	7–8
<ul style="list-style-type: none">• Demonstrates adequate ability to use the performance elements and engage the audience• Presents a generally coherent, but often superficial interpretation of the chosen material/style• Demonstrates adequate use of space appropriate to the material/style	5–6
<ul style="list-style-type: none">• Demonstrates limited ability to use the performance elements and engage the audience• Presents a limited interpretation of the chosen material/style, often with frequent inconsistencies in coherence• Demonstrates predictable or simplistic use of space	3–4
<ul style="list-style-type: none">• Demonstrates minimal or no use of the performance elements with little or no engagement of the audience• Presents an incoherent or non-theatrical performance• Demonstrates little or no understanding of the use of space	1–2

Marking Rubric - Logbook:

Criteria	Marks
<ul style="list-style-type: none">• Presents a comprehensive logbook, with extensive research supporting their project and details of their intentions• Meets all requirements outlined in the task	8-10
<ul style="list-style-type: none">• Presents a thorough logbook, with some research supporting their project and details of their intentions• Meets most requirements outlined in the task	5-7
<ul style="list-style-type: none">• Presents a logbook, with limited research supporting their project• Meets some requirements outlined in the task	1-4
<ul style="list-style-type: none">• No logbook presented	0



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Drama
Topic	Individual Project (Costume Design) – Progress Mark
Class Teacher	Mr D Jones
Head Teacher	Mrs P Frost
Year	12
Date Given	7 February, 2019
Date Due	1 March, 2019 (Week 5B)
Weighting	20%

Assessment Outline

COSTUME DESIGN (10%):

You are to present preliminary sketches for *at least 3 costume designs* from your production of your chosen play.

LOGBOOK (10%):

Students are to submit their logbooks for collection. Logbooks should include:

- evidence of research into your chosen play, including key thematic concerns, character analysis and past productions (internet, articles, reviews of performances, images, sketches, notes) - *5 pages*
- research to support the development of your directorial vision - *2 pages*
- preliminary sketches and other evidence of development of design ideas - *2 pages*
- a draft directorial vision statement for the teacher to review - *1 page (300 words)*

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

The using of the work of others without acknowledgement will incur serious penalties and may result in a zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Criteria for examining Individual Project: Design (Costume)

Assessment Criterion 1: Design concept/vision (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effective interpretation of the play realised in a directorial concept/vision
- Integrity, originality and clarity in the design concept/vision
- Selection of appropriate characters and scenes to communicate the concept/vision.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sophisticated and appropriate directorial interpretation of the play realised in an original, imaginative and unified costume design concept/vision • Presents an insightful selection of appropriate characters and scenes to effectively communicate the concept/vision 	9–10
<ul style="list-style-type: none"> • Demonstrates an effective and appropriate directorial interpretation of the play realised through the costume design concept/vision containing some imagination, unity and flair • Presents a selection of characters and scenes to communicate the concept/vision 	7–8
<ul style="list-style-type: none"> • Demonstrates an adequate, but perhaps superficial interpretation of the play realised through a costume design concept/vision which varies in consistency, unity and appropriateness • Presents a selection of characters and scenes which vary in appropriateness in communicating the concept/vision 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the play through a partially realised costume design concept/vision • Presents an inappropriate selection of characters and scenes which convey a partial concept/vision 	3–4
<ul style="list-style-type: none"> • Demonstrates a partial or irrelevant design concept/vision and/or does not meet minimal requirements for selection of characters or scenes 	1–2

Assessment Criterion 2: Appropriateness (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Understanding of the characters/roles – social standing, period, place
- Suitability to the dramatic and technical needs of the characters/roles
- Effectiveness of colours, textures and fabric types to each costume.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sophisticated understanding of each of the characters/roles and their dramatic and technical needs • Presents innovative and evocative use of colours, textures and fabrics to deliberately enhance dramatic meaning for each costume 	9–10
<ul style="list-style-type: none"> • Demonstrates a substantial understanding of each of the characters/roles. Some aspects of the dramatic and technical needs of characters/roles may be more enhanced than others • Presents an effective use of colour, textures and fabric types to support dramatic meaning for each costume 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of each of the characters/roles but has dealt with those superficially. Inconsistencies in consideration of the dramatic and technical needs of characters/roles • Presents adequate use of some, but not all of, the elements of colour, texture and fabric types to support dramatic meaning 	5–6
<ul style="list-style-type: none"> • Demonstrates an incomplete or simplistic understanding of each of the characters/roles. Little consideration of the dramatic and technical needs of the characters/roles • Presents a limited awareness or use of the elements of colour, texture and fabric types, but is unable to manipulate these appropriately to support dramatic meaning 	3–4
<ul style="list-style-type: none"> • Demonstrates little understanding of each of characters/roles • Presents little use of colour, texture or fabric type appropriate to each costume 	1–2

Assessment Criterion 3: Execution (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Realisation of the design concept/vision in the presentation
- Clarity and flair in renderings
- Clear and effective support material.

Outcomes assessed: H1.3, H1.7, H3.1, H3.2

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates exemplary ability to realise and present the design concept/vision with clarity and flair in all renderings• Presents evocative support material for the project for each costume with preliminary sketches/descriptions that enhance or extend the concept	9–10
<ul style="list-style-type: none">• Demonstrates accomplishment in realising and presenting the design concept/vision with clarity in all renderings• Presents appropriate support material for the project for each costume with preliminary sketches/descriptions that inform the concept	7–8
<ul style="list-style-type: none">• Demonstrates adequate ability to realise and present the design concept/vision with inconsistencies in quality of renderings which may be stereotypical or without aspects of characterisation and theatricality• Presents some support material for each costume with adequate or inconsistent preliminary sketches/descriptions	5–6
<ul style="list-style-type: none">• Demonstrates little ability to present the design concept/vision. Renderings are basic, inconsistent or non-theatrical and are often undersize or incomplete• Presents limited support material for each costume with rudimentary, insufficient or inappropriate preliminary sketches/descriptions	3–4
<ul style="list-style-type: none">• Demonstrates minimal ability to present a design concept/vision. Renderings are only superficially completed or are executed with little care or detail, or are not shown in the context of a figure• Presents little or no support material for each costume with minimal or no preliminary sketches/descriptions	1–2

Marking Rubric - Logbook:

Criteria	Marks
<ul style="list-style-type: none">• Presents a comprehensive logbook, with extensive research supporting their project and details of their intentions• Meets all requirements outlined in the task	8-10
<ul style="list-style-type: none">• Presents a thorough logbook, with some research supporting their project and details of their intentions• Meets most requirements outlined in the task	5-7
<ul style="list-style-type: none">• Presents a logbook, with limited research supporting their project• Meets some requirements outlined in the task	1-4
<ul style="list-style-type: none">• No logbook presented	0



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Drama
Topic	Individual Project (Scriptwriting) – Progress Mark
Class Teacher	Mr D Jones
Head Teacher	Mrs P Frost
Year	12
Date Given	7 February, 2019
Date Due	1 March, 2019 (Week 5B)
Weighting	20%

Assessment Outline

SCRIPT (10%):

You are to submit a draft script which is of **approximately 5 minutes running time or 5 – 8 pages in length**. Your script must include stage directions in sufficient detail to show the practicability for a live production. You must also adhere to scriptwriting conventions such as character/role list and dialogue formatting.

The script must be typed on A4 size paper with double spacing in Times New Roman 12 point.

LOGBOOK (10%):

Students are to submit their logbooks for collection. Logbooks should include:

- evidence of research into different styles of theatre and background reading (play texts, reviews, theatre history or theoretical works) - *5 pages*
- development of ideas with reflections on the process - *2 pages*
- draft scripts with annotations and/or reflections - *2 pages*
- a draft rationale* for the teacher to review - *1 page (300 words)*

* the rationale will be an explanation of the overall intention of the work. This includes the approach taken and the reasons leading to eventual decisions.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

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Criteria for examining Individual Project: Scriptwriting

Assessment Criterion 1: Concept (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Originality, clarity and sustained theatrical concept
- Stylistic and thematic coherence of the script
- Structural cohesion

Outcomes assessed: H1.3, H1.5, H1.7, H3.1, H3.2, H3.3

Criteria	Marks
<ul style="list-style-type: none">• Presents a sophisticated script concept demonstrating flair, a sustained theatrical vision and clarity of purpose• Demonstrates extensive understanding of the stylistic, structural and thematic demands of scriptwriting	9–10
<ul style="list-style-type: none">• Presents an effective script concept with some inconsistency• Demonstrates a substantial understanding of the stylistic, structural and thematic demands of scriptwriting	7–8
<ul style="list-style-type: none">• Presents an adequate script concept that is often predictable• Demonstrates a basic understanding of the stylistic, structural and thematic demands of scriptwriting, but often lacks clarity and consistency	5–6
<ul style="list-style-type: none">• Presents a limited script concept that lacks coherence• Demonstrates insufficient awareness of the stylistic, structural and thematic demands of scriptwriting	3–4
<ul style="list-style-type: none">• Presents a minimal awareness of the stylistic, structural and thematic demands of scriptwriting	1–2

Assessment Criterion 2: Dramatic Action (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Effective choice and shaping of dramatic and theatrical elements
- Development of clear and purposeful dramatic action
- Effectiveness in engaging the audience

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.2, H3.3

Criteria	Marks
<ul style="list-style-type: none">• Develops sophisticated dramatic action by manipulating dramatic and theatrical elements with flair and control to thoroughly engage the audience	9–10
<ul style="list-style-type: none">• Develops substantially effective dramatic action by effective use of dramatic and theatrical elements to engage the audience	7–8
<ul style="list-style-type: none">• Develops adequate but superficial dramatic action with less effective use of dramatic and theatrical elements which engages the audience in an inconsistent way	5–6
<ul style="list-style-type: none">• Develops limited dramatic action with limited engagement for an audience	3–4
<ul style="list-style-type: none">• Develops minimal dramatic action that is ultimately flawed, unresolved and with little audience engagement	1–2

Assessment Criterion 3: Dramatic Language (10 marks)

The assessment of this criterion focuses on the following aspects as appropriate

- Use of language effectively to create characters and relationships
- Use of language effectively to describe visual and/or aural imagery and effects appropriate to the stylistic demands of the play
- Use of language to create subtextual, symbolic and thematic meaning.

Outcomes assessed: H1.3, H1.5, H1.7, H2.2, H3.2, H3.3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated use of dramatic language to craft subtextual, symbolic and/or thematic meaning• Writes clearly defined, thoroughly convincing characters and relationships, with thoroughly effective, and powerful visual and/or aural imagery	9–10
<ul style="list-style-type: none">• Demonstrates a substantially effective use of dramatic language to create subtextual, symbolic and/or thematic meaning• Writes effective characters and relationships, with effective visual and/or aural imagery	7–8
<ul style="list-style-type: none">• Demonstrates an adequate use of dramatic language to create some dramatic meaning• Writes characters and relationships of varying clarity and belief, with visual and/or aural imagery generally appropriate to the style of the play	5–6
<ul style="list-style-type: none">• Demonstrates a limited use of language to make dramatic meaning• Writes characters and relationships with some clarity, with visual and/or aural imagery of limited effect that may not be appropriate to the stylistic demands of the play	3–4
<ul style="list-style-type: none">• Demonstrates minimal use of language to make some or no dramatic meaning• Writes characters and relationships with little or no clarity or belief	1–2

Marking Rubric - Logbook:

Criteria	Marks
<ul style="list-style-type: none">• Presents a comprehensive logbook, with extensive research supporting their project and details of their intentions• Meets all requirements outlined in the task	8-10
<ul style="list-style-type: none">• Presents a thorough logbook, with some research supporting their project and details of their intentions• Meets most requirements outlined in the task	5-7
<ul style="list-style-type: none">• Presents a logbook, with limited research supporting their project• Meets some requirements outlined in the task	1-4
<ul style="list-style-type: none">• No logbook presented	0