



YEAR 12 DRAMA

Individual Project Progress Task

Due Date: Tuesday 30/4/19 Period 1 Week A	Assessment Name: Individual Progress Task Part A: Project Part B: Logbook
Mark: /20	Weighting: 40%

SYLLABUS OUTCOMES TO BE ASSESSED:

- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to **inform** and enhance individual devised work
- H1.5 **demonstrates** directorial skills
- H1.7 demonstrates skills in **using** the elements of production
- H1.9 **values** innovation and originality in group and individual work
- H2.4 **appreciates** the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to **develop** and present a performance/project
- H3.2 **analyses**, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.5 **appreciates** the role of the audience in various dramatic and theatrical styles and movements

DIRECTIVES TO BE ASSESSED:

- Appreciate:** Make a judgement about the value of
- Demonstrate:** to show or make something clear
- Analyse:** Identify components and the relationship between them; draw out and relate implications
- Use:** employ (something) as a means of accomplishing or achieving something
- Inform:** give an essential or formative principle or quality to
- Develop:** grow or cause to grow and become more mature, advanced, or elaborate

Individual Project: PART A

You have already chosen one of the following, please refer to your individual project below:

1. Design – Costume

This project comprises of work based on one of the texts listed on the current Design/Costume Text List. You will need to complete at least two designs for this task.

This project consists of:

Renderings of costumes for two different characters. These renderings can be in media such as watercolour, coloured pencils or markers, collage or a computer-aided design submitted as hard copy. The renderings must be submitted in your logbook. All characters rendered and the scenes in which they appear must be identified

Support material attached to the renderings, which includes fabric swatches and/or colour samples and any special construction information

2. Individual Performance

The Individual Project: Performance will consist of:

a solo performance of 2-4 minutes' duration based on: -excerpts or a combination of excerpts from one or a number of scripts or dramatised texts OR the student's own self-devised material

Performances must be an individual performance. There should be no other students on stage, or off stage, accompanying the performance with live music, vocal sound effects or acting as a prompt.

3. Video Drama

This project involves the preparation of a short but complete Video Drama, which will be a narrative, developed by the student. The project will include:

A Video Drama, which must be 2-4, minutes in length and submitted on Google classrooms. It will require the student to undertake the roles of writer, director, camera operator and editor.

Needs script and storyboard to be completed for Task

Logbook: PART B

- You are to include a 300-word rationale in the form of a director's concept/vision (see page 32 of the syllabus) needs to be completed.
- Journal entries of the progress and processes

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

Costume:

- a 300-word rationale in the form of a director's concept/vision
- renderings of costumes for two different characters.
- support material attached to the renderings
- submission of your logbook

Performance:

- a 300-word rationale in the form of a director's concept/vision
- a solo performance of 2-4 minutes' duration
- submission of your logbook

Video Drama:

- a 300-word rationale in the form of a director's concept/vision
- Video Drama which must be 2-4 minutes in length
- script and storyboard to be completed for Task
- submission of your logbook

MARKING GUIDELINES

Guideline Part 1 Individual Project <u>COSTUME</u> Design concept/vision, Appropriateness and Execution	Mark/Grade
<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 ● Demonstrates sophisticated understanding of each of the characters/roles and their dramatic ● Presents innovative and evocative use of colours, textures and fabrics to deliberately enhance dramatic meaning for each costume ● 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 and preliminary sketches/descriptions that enhance or extend the concept 	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 ● 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

Check your assessment booklet for the PHS Assessment Policy

<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 and preliminary sketches/descriptions that inform the concept 	
<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 ● 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 ● 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 and adequate or inconsistent preliminary sketches/descriptions 	6-5
<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 ● 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 ● 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 and rudimentary, insufficient or inappropriate preliminary sketches/descriptions 	4-3
<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 ● Demonstrates little understanding of each of characters/roles Presents little use of colour, texture or fabric type appropriate to each costume ● 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 and minimal or no preliminary sketches/descriptions 	2-1

MARKING GUIDELINES

Guideline Part 1 Individual Project <u>VIDEO DRAMA</u>	Mark/Grade
Narrative/Directorial vision, Production and Post Production	
<ul style="list-style-type: none"> ● Presents a sophisticated directorial vision that demonstrates originality, clarity and unity in the narrative ● Demonstrates exemplary ability to control the dramatic elements, screen writing and narrative structure that powerfully engages the audience. ● Demonstrates exemplary ability to direct the camera and the action, to create and communicate the narrative ● Uses highly effective production elements such as live sound, location, lighting, costume and casting ● Demonstrates a sophisticated ability to create the dramatic meaning of the short film through effective control of editing, sound and post-production effects ● 	9-10
<ul style="list-style-type: none"> ● Presents an effective directorial vision and a largely coherent and original narrative with some inconsistencies Demonstrates substantial ability to control the dramatic elements, screen writing and narrative structure that effectively engages the audience ● Demonstrates substantial ability to direct the camera and the action, to create and communicate the narrative Uses effective production elements such as live sound, location, lighting, costume and casting ● Demonstrates substantial ability to create the dramatic meaning of the short film through control of editing, sound and post-production effects 	7-8
<ul style="list-style-type: none"> ● Presents a generally coherent directorial vision that may have a predictable, inconsistent or superficial narrative. Demonstrates an adequate, sometimes inconsistent, ability to use dramatic elements and screen writing to create some audience engagement. ● Demonstrates adequate ability to direct the camera and the action, to create and communicate some aspects of the narrative Uses appropriate production elements such as live sound, location, lighting, costume and casting although the quality of these elements may vary ● Demonstrates adequate ability to create the dramatic meaning of the short film through some control of editing, sound and post-production effects 	6-5
<ul style="list-style-type: none"> ● Demonstrates limited ability to direct the camera and the action, to create and communicate limited aspects of the narrative ● Limited or inappropriate use of production elements such as live sound, location, lighting, costume and casting ● Demonstrates limited ability to create the dramatic meaning of the short film through editing, sound and postproduction effects 	4-3
<ul style="list-style-type: none"> ● Presents an incoherent narrative that demonstrates minimal skill in the use of dramatic elements ● Demonstrates minimal ability to control the camera and the action, and use production elements such as live sound, location, lighting, costume and casting ● Demonstrates minimal ability to create the dramatic meaning of the short film through editing, sound and postproduction effects 	2-1

MARKING GUIDELINES

Guideline Part 1 Individual Project <u>PERFORMANCE</u>	Mark/Grade
Performance skills appropriate to the style or form, Sustaining and developing role and Structure and dramatic coherence	
<ul style="list-style-type: none"> ● Demonstrates exemplary performance skills including vocal, movement and timing appropriate to the style or form ● <i>Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s). Effectively interacts with other role(s) or character(s) in the performance</i> ● <i>Demonstrates outstanding manipulation of the performance elements</i> ● <i>Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response</i> ● <i>Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style</i> ● <i>Demonstrates sophisticated use of space appropriate to the material/style</i> 	9-10
<ul style="list-style-type: none"> ● Demonstrates substantial performance skills including vocal, movement and timing appropriate to the style or form, although some skills may be more refined than others ● 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. Effectively interacts with other role(s) or character(s) in the performance ● 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 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, energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing ● Demonstrates adequate ability to realise and sustain role(s) or character(s). Variations may occur in levels of belief/conviction/energy, complexity/dimension and focus. ● There are often inconsistencies in interactions with other role(s) or character(s) in the performance ● 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 	6-5
<ul style="list-style-type: none"> ● Demonstrates limited performance skills including vocal, movement and timing which may be inappropriate to the style or form ● Demonstrates limited ability to realise and sustain role(s) or character(s). ● Limited interactions with other role(s) or character(s) in the performance ● 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 	4-3
<ul style="list-style-type: none"> ● Displays minimal performance skills with little understanding of style or form ● Displays minimal or no ability to realise role(s) or character(s). May play themselves. ● Minimal participation or interaction with other role(s) or character(s) in the performance ● Demonstrates minimal or no use of the performance elements with little or no 	2-1

<p>engagement of the audience</p> <ul style="list-style-type: none"> ● Presents an incoherent or non-theatrical performance ● Demonstrates little or no understanding of the use of space 	
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MARKING GUIDELINES	
Guideline Part B <u>LOGBOOK</u>	Mark/Grade
<ul style="list-style-type: none"> ● An up-to-date, extremely well organised Logbook ● Thorough and intelligent recounting and evaluation of activities completed and skills practiced making links between practice and theory ● Articulates a sophisticated understanding of the Individual Project and Text selected ● Articulates an effective reflection on their own achievement in activities, rehearsals and performance ● Maintains comprehensive and detailed entries for IP 	9-10
<ul style="list-style-type: none"> ● An up-to-date, well organised Logbook ● Recounting and evaluation of activities completed and skills practiced with some insight and links between practice and theory Articulates an understanding of the focus activities for the Individual Project ● Articulates a sound reflection on their own achievement in focus activities rehearsals and performance ● Maintains entries for process of IP 	7-8
<ul style="list-style-type: none"> ● Adequate ability to document development of create role or character ● A Logbook which may have some gaps in organisation or entries ● Recounting and evaluation of most activities completed and skills practiced with superficial links between practice and theory ● Demonstrates a developing understanding of the Individual Project 	5-6
<ul style="list-style-type: none"> ● Documentation of the process of developing a logbook ● Research of an idea and develop it ● Little record their ideas and reflect on the development of the project ● Limited collection of other material of relevance to assessment ● Some reflection on their own achievement ● Maintains infrequent and brief entries 	3-4
<ul style="list-style-type: none"> ● Minimal documentation of the process of developing a logbook ● Minimal research of an idea and develop it into a piece for performance ● Little to no record of their ideas and reflect on the development of the IP ● No collection of other material of relevance to assessment 	0-2