YEAR 12 Drama

IP Progress Task

Due Date: Term 1, Week 10, 6th April 2018
Mark: /40
Assessment Name: IP Progress Task
Weighting: 20%

SYLLABUS OUTCOMES TO BE ASSESSED:

Individual Project -
H1.3 - uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
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
H2.5 - appreciates the high level of energy and commitment necessary to develop and present a performance

Individual Project Log Book -
H2.4 - appreciates the dynamics of drama as a performing art
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:
Uses – applies in context
Demonstrates – shows ability to
Values – shows an appreciation of
Appreciates – understands benefits of
Analyse – Identify components and relate implications

Task Description
Part 1 – Individual Project Tasks. /25

Choose ONE of the following

Task A – Performance
Students show that they appreciate the high level of commitment necessary to develop a performance through the performance of their Individual Monologue. This does not have to be a finished monologue; however, students are expected to present what they have created so far. Students should have:

- A first draft of their 300 word rationale that demonstrates effective directorial skills through the explanation of their directorial concept of their monologue. This should also show how they have used their knowledge and experience of dramatic form, styles and theories.
- A clear character that is consistent throughout the performance
- Purposeful movement that demonstrates the elements of production through character, tone and blocking
- A consistent and innovative theme that is embedded within the dialogue, action and characterisation showing that they value originality of performance
- A monologue that at a minimum is 4-5 minutes long if they have found online or is 2 minutes long if they are writing the monologue themselves

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Task B – Design (Costume)

Students show that they appreciate the high level of commitment necessary to develop a performance through the submission of their Collection of Costume Designs. This does not have to be a finished collection; however, students are expected to submit what they have created so far. Students should have:

- **Demonstrate** effective directorial skills through a first draft of their 300 word rationale explaining the directorial concept of the design series. This concept should demonstrate innovative ideas and should show that the student values originality within their designs.

- 2-3 sketches of the costume designs they have done so far that demonstrate their knowledge and experience of dramatic form, styles and theories. through:
  - Show consistency across the designs
  - Are in line with the directorial vision
  - Are appropriate for the chosen character

- A colour chart for at least 1 character with an explanation of why those characters are appropriate for that character

Part 2 – Individual Project Log Book / 15

Students are required to submit a well organised Individual Project Progress Journal that includes:

- Your Individual Project Proposal
- At least 3 pieces of well organised, valid and well-rounded research with short analysis of the validity of the research and how it could be used to develop your Individual Project
- Drafts and / or samples of your Individual Project
- An explanation of your initial plan for your Individual Project that demonstrates your appreciation of the audience through a clear plan to engage them in the performance

- 1 of the following
  - An explanation of how your monologue appreciates the dynamics of performance as an art form. You should include information about your use of tone, mood, character and emotion to convey your message.
  - You need to explain how your designs acknowledge the context of the play to ensure the artistic values of the script including mood, tone, character and emotion are appreciated through your designs.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

**PART 1 – Task A**

Have you:

- Included a 300 word rationale that explains your Directorial Concept?
- Edited your rationale so that it clearly shows your commitment to your performance?
- Used your knowledge of dramatic forms, styles and theories that you have learnt in class or through your research to develop your rationale?
- Developed a character that is consistent throughout your entire performance and is in line with your directorial concept?
- Blocked your monologue so that you are using character, tone and blocking in a purposeful and effective way?

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- Embedded an original and innovative theme throughout your action, dialogue and characterisation?
- Memorised your dialogue?
- Checked that your monologue is long enough?

### Part 1 – Task B

Have you:
- Created a Costume Design Portfolio that shows your commitment to the task through editing etc.?
- Written a 300 word rationale that clearly explains the directorial concept of your portfolio?
- Made sure that your directorial concept is original and innovative?
- Included 2-3 sketches that show your knowledge of dramatic theories, forms and styles you have studied in class or in your research?
- Made sure that your sketches demonstrate production elements including characterisation, practicality and consistency?
- Made sure your designs all represent your directorial concept?
- Included a colour chart form at least 1 character with an explanation of why you chose it?

### Part 2

Have you:
- Made sure that your Journal is well organised and easy to follow?
- Included at least 3 pieces of research
- Analysed at least 3 pieces of research explaining how you may use them to develop your Individual Project?
- Included drafts or samples of your Individual Project?
- Included an explanation of how you plan to engage the audience?
- EITHER included an explanation of how you have used ALL of the following elements in your monologue to convey your theme:
  - Mood
  - Tone
  - Character
  - Emotion
- OR included an explanation of how your designs use the context of the play to ensure the values of the script are shown in ALL of the following:
  - Mood
  - Tone
  - Character
  - Emotion

### PLEASE NOTE:
- You are encouraged to submit drafts to your teacher and may submit AS MANY AS YOU CHOOSE. However, they MUST be submitted prior to the 4\textsuperscript{th} of April 2018 at 3:20pm
- Any applications for extension MUST be submitted BEFORE the 28\textsuperscript{th} of November 2018. Only exceptional circumstances will be considered.
- Your assessment must be submitted by 3:20pm on the 6\textsuperscript{th} of April. Failure to submit by this time without appropriate documentation will result in an N Warning.
### Individual Project (Performance) Marking Criteria

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Rationale Description</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td><strong>demonstrates</strong> effective directorial skills through the explanation of their directorial concept of their monologue that <strong>uses</strong> student’s highly developed knowledge and experience of dramatic form, styles and theories. (H1.3 / H1.5)</td>
<td>effective and purposeful use of multiple production elements (H1.7)</td>
</tr>
<tr>
<td>16-20</td>
<td><strong>demonstrates</strong> thorough directorial skills through the explanation of their directorial concept of their monologue that <strong>uses</strong> student’s well-developed knowledge and experience of dramatic form, styles and theories. (H1.3 / H1.5)</td>
<td>well-developed use of multiple production elements (H1.7)</td>
</tr>
<tr>
<td>11-15</td>
<td><strong>demonstrates</strong> sound directorial skills through the explanation of their directorial concept of their monologue that <strong>uses</strong> student’s knowledge and experience of dramatic form, styles and theories. (H1.3 / H1.5)</td>
<td>sound use of production elements though these may not always be appropriate to the script (H1.7)</td>
</tr>
<tr>
<td>6-10</td>
<td><strong>demonstrates</strong> directorial skills through a basic explanation of their directorial concept of their monologue that <strong>uses</strong> some of their knowledge and experience of dramatic form, styles and theories. (H1.3 / H1.5)</td>
<td>sound use of some production elements though these may not all be appropriate to the script (H1.7)</td>
</tr>
<tr>
<td>1-5</td>
<td><strong>demonstrates</strong> limited directorial or knowledge of dramatic form, styles and theories. (H1.3 / H1.5)</td>
<td>limited and use of production elements (H1.7)</td>
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### Individual Project (Design - Costume) Marking Criteria

<table>
<thead>
<tr>
<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>Costume Design Portfolio demonstrates a highly developed understanding of production elements through the effective use of their high developed knowledge of dramatic form, styles and theories across all elements of the portfolio (H1.3 / H1.7)</td>
</tr>
<tr>
<td>16-20</td>
<td>Costume Design Portfolio demonstrates highly developed directorial skills through a 300 word rationale that effectively demonstrates innovation and values originality. (H1.5 / H1.9)</td>
</tr>
<tr>
<td>11-15</td>
<td>Costume Design Portfolio demonstrates well-developed directorial skills through a 300 word rationale that clearly demonstrates innovation and values originality. (H1.5 / H1.9)</td>
</tr>
<tr>
<td>6-10</td>
<td>Costume Design Portfolio demonstrates a basic understanding of production elements through the use of their high developed knowledge of dramatic form, styles and theories across most elements of the portfolio (H1.3 / H1.7)</td>
</tr>
<tr>
<td>1-5</td>
<td>Costume Design Portfolio demonstrates limited directorial skills or originality. (H1.5 / H1.9)</td>
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**Individual Project Progress Journal Marking Criteria**

<table>
<thead>
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<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>13 - 15</td>
<td>Journal includes an effective explanation of their <strong>appreciation</strong> of performance as an art-form through a highly developed discussion of their plans to incorporate all of the mandated elements (H2.4)</td>
</tr>
<tr>
<td></td>
<td>Journal is effectively organised and includes multiple relevant pieces of research that include high developed <strong>analysis</strong> of their connection to the students Individual Project (H3.2)</td>
</tr>
<tr>
<td></td>
<td>Journal includes an effectively written Plan for their Individual Project that <strong>demonstrates</strong> an outstanding appreciation of the role the audience plays through an high developed explanation of their strategies to engage the audience with their project (H3.5)</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Journal includes a well-developed explanation of their <strong>appreciation</strong> of performance as an art-form through a discussion of their plans to incorporate all of the mandated elements (H2.4)</td>
</tr>
<tr>
<td></td>
<td>Journal is clearly organised and includes relevant pieces of research that have well-developed <strong>analysis</strong> demonstrating their connection to the students Individual Project (H3.2)</td>
</tr>
<tr>
<td></td>
<td>Journal includes a Plan for their Individual Project that <strong>demonstrates</strong> a well-developed appreciation of the role the audience plays through a clear explanation of their strategies to engage the audience with their project (H3.5)</td>
</tr>
<tr>
<td>7 - 9</td>
<td>Journal includes a sound explanation of their <strong>appreciation</strong> of performance as an art-form through a competent discussion of their plans to incorporate most of the mandated elements (H2.4)</td>
</tr>
<tr>
<td></td>
<td>Journal that is organised and includes appropriate pieces of research that have sound <strong>analysis</strong> demonstrating some of their connections to the students Individual Project (H3.2)</td>
</tr>
<tr>
<td></td>
<td>Journal includes a Plan for their Individual Project that <strong>demonstrates</strong> a sound appreciation of the role the audience plays through an explanation of their strategies to engage the audience with their project (H3.5)</td>
</tr>
<tr>
<td>4 - 6</td>
<td>Journal includes a basic explanation of their <strong>appreciation</strong> of performance as an art-form through a discussion of their plans to incorporate a few of the mandated elements (H2.4)</td>
</tr>
<tr>
<td></td>
<td>Journal that shows basic organisation and includes some relevant pieces of research that have simplistic <strong>analysis</strong>, (H3.2)</td>
</tr>
<tr>
<td></td>
<td>Journal includes a Plan for their Individual Project that <strong>demonstrates</strong> a basic appreciation of the role the audience plays through a simplistic explanation of their strategies to engage the audience with their project (H3.5)</td>
</tr>
<tr>
<td>1 - 3</td>
<td>Journal includes limited explanation of their <strong>appreciation</strong> of performance as an art-form (H2.4)</td>
</tr>
<tr>
<td></td>
<td>Journal that with few relevant pieces of research. <strong>Analysis</strong> may be limited or missing completely (H3.2)</td>
</tr>
<tr>
<td></td>
<td>Journal includes a simplistic Plan for their Individual Project that attempts to <strong>demonstrates</strong> a limited appreciation of the role the audience plays (H3.5)</td>
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**Comment:**

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