



CREATIVE ARTS ASSESSMENT TASK NOTIFICATION YEAR 8 DRAMA 2020

Task Number: One

Topic: Play building: Fairy Tales

Weighting: 50 %

Date Due: **Part A:** Term 1, Week 7, Friday 13th March 2020
Part B: Term 1, Week 7, Friday 13th March 2020

Time: **Part A:** Periods 1, 2, 3 **Part B:** Period 4

Venue: Theatre

Outcomes to be Assessed:

PART A

- 4.1.2 Improvises and playbuilds through group-devised processes**
- 4.1.3 Explores a range of ways to structure dramatic work in collaboration with others**
- 4.2.1 Uses performance skills to communicate dramatic meaning**
- 4.2.3 Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning**

PART B

- 4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama**

Task Type: IC- Part A: Performance and Part B: Written Response.

Electronic submission of task: No

Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2020 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a “Planned Absence Notification” form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

Year 8 Drama
Assessment Task One
Playbuilding Using Fairy-tales

Weighting: 50%

Weighting:

PART A Performance: 40%

PART B Written: 10%

Date Due:

**PART A Performance Term 1, Week 7, Friday 13th, March, 2020
Periods 1, 2, 3,**

**PART B Written Term 1, Week 7, Friday 13th, March, 2020
Period 4**

Please Note: This assessment task will take place in the Theatre

Outcomes to be Assessed:

PART A

4.1.2 Improvises and playbuilds through group-devised processes

4.1.3 Explores a range of ways to structure dramatic work in collaboration with others

4.2.1 Uses performance skills to communicate dramatic meaning

4.2.3 Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning

PART B

4.3.1 Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama

Marking Criteria:

PART A

You will be assessed on your ability to:

- use performance skills – voice, movement, facial expression, timing
- develop and maintain appropriate focus and energy
- ensemble work (as a member of a group) to convey meaning to an audience in a clear and creative way in the given space

PART B

You will be assessed on your ability to:

- show your knowledge and understanding of situation, movement, sound and audience engagement
- use supporting evidence – practical experiences
- demonstrate clarity of written expression and style

Task:

PART A

You are to work with a group. Your group is to choose a *traditional fairy-tale or nursery rhyme* that you will use as inspiration for an ORIGINAL group performance. You will receive an individual mark for this assessment task. Your performance must offer a 'fractured' version or different perspective of your chosen fairy-tale or nursery rhyme.

You are to include the following in your Group Performance:

1. Chorus Work (group speaking together)
2. Tableaux
3. Rap or Song
4. A Physical Formation by the Group

Make sure everyone in your group has the opportunity to be the focus at some point in the performance. You can start on the stage or make an entrance but no one is to leave the stage at any time in the performance, so think about how you are going to TRANSITION between the different moments. Make sure you have an ending to your performance and that the groups hold the moment. Remember you are being marked on your ensemble work – so stronger groups create engaging group work!

You may use props and costume or you can wear theatre blacks.

Time: 3-5 minutes

Time-line:

Term 3, Week 3

- Assessment Task distributed & groups organised
- research – fairy-tales and nursery rhymes (iPads)

Term 3, Week 4

- research – reading adapted / fractured fairytales (teacher provided monologues and scripts)
- Assessment Task distributed & groups organised
- initial ideas / brainstorming
- define and present an example of chorus work, tableaux, rap or song, physical formation
- small groups discuss ideas / structure / moments
- by the end of Week 2 your group needs to be up off the floor, playbuilding

Term 3, Week 5

- playbuilding
- **presentation for peer and teacher feedback 1-2 minutes**

Term 3, Week 6

- playbuilding / rehearse
- **presentation for peer and teacher feedback 3-5 minutes**
- Part B lesson – how to use PEEL in a Drama response & review what is situation, movement and sound (and how are you using these in your groups' performance)

Term 3, Week 7

- rehearse / polish
- final presentation for peer and teacher feedback before assessment task
- Presentation of task

*** Part B is to be completed in class – but you can draft ideas / responses at home!**

PART B

You are required to write THREE paragraphs about your performance which answers the following question (an answer booklet will be provided for you):

How did your group use SITUATION, MOVEMENT AND SOUND to engage your audience?

The first paragraph should address SITUATION.

The second paragraph should address MOVEMENT.

The third paragraph should address SOUND.

You will be provided with the following scaffold to help you answer this question.

Paragraph on either MOVEMENT OR SOUND OR SITUATION:

POINT

ELABORATE / EXPLAIN

EVIDENCE

LINK

Year 8 Drama

Assessment Task One

Playbuilding Using Fairy-tales

MARKING GUIDELINES

Outcomes: 4.1.2, 4.1.3, 4.2.1, 4.2.3, 4.3.1

Name: _____

PART A

Marking Guidelines	Marks
<input type="checkbox"/> Exemplary performance skills <input type="checkbox"/> Exemplary ability to sustain focus and energy <input type="checkbox"/> Exemplary ensemble work and use of imagination and creativity, highly appropriate, clear and original ideas with thoughtfully considered use of space	10, 9 (for each point)
<input type="checkbox"/> Substantial performance skills <input type="checkbox"/> Substantial ability to sustain focus and energy <input type="checkbox"/> Substantial ensemble work and use of imagination and creativity, appropriate, clear and original ideas with thoughtfully considered use of space	8, 7 (for each point)
<input type="checkbox"/> Adequate performance skills <input type="checkbox"/> Adequate ability to sustain focus and energy <input type="checkbox"/> Adequate use of ensemble work and imagination and creativity, appropriate and generally clear ideas with some considered use of space	6, 5 (for each point)
<input type="checkbox"/> Limited performance skills <input type="checkbox"/> Some ability to display focus and energy – some variations in control <input type="checkbox"/> Some ensemble work and use of imagination and creativity, at times there are appropriate ideas, may lack clarity, with some considered use of space	4, 3 (for each point)
<input type="checkbox"/> Minimal performance skills <input type="checkbox"/> Minimal ability to display focus and energy <input type="checkbox"/> Minimal ensemble work and use of imagination, ideas may be inappropriate or unclear and no real consideration given to use of space	2, 1 (for each point)

Comment:

Total: ____ + ____ + ____ = ____ /30

PART B

Marking Guidelines	Marks
<ul style="list-style-type: none">□ Demonstrates an insightful understanding and appreciation of the performance in relation to the requirements of the question□ Provides a comprehensive discussion in a convincing, coherent manner, which may demonstrate flair□ Provides an insightful response with well-substantiated supporting evidence	17-20
<ul style="list-style-type: none">□ Demonstrates a substantial understanding and appreciation of the performance in relation to the requirements of the question□ Provides a substantial discussion in a coherent manner□ Provides a substantial response with appropriate supporting evidence	13-16
<ul style="list-style-type: none">□ Demonstrates an adequate understanding and appreciation of the performance in relation to the requirements of the question□ Provides an adequate discussion of some of the issues in the question□ Provides an adequate response with some supporting evidence	9-12
<ul style="list-style-type: none">□ Demonstrates a limited understanding of the performance in relation to the requirements of the question□ Provides a series of points related to some of the issues in the question□ Provides a limited response with little relevant supporting evidence	5-8
<ul style="list-style-type: none">□ Comments on some ideas that may relate to some aspects of the content of the question□ Provides unrelated personal opinions and underdeveloped points which may not be related to the question□ Provides no relevant supporting evidence	1-4

Comment:
