



Sample assessment task	
Year level	7
Learning area	The Arts
Subject	Drama
Title of task	Improvisation based on an image from Shaun Tan's <i>The Lost Thing</i> or Li Cunxin Mao's <i>Last Dancer</i> picture book or three images from the film <i>Rabbit Proof Fence</i>
Task details	
Description of task	Students will create a two to three minute structured improvisation based on images from either Shaun Tan's <i>The Lost Thing</i> or Li Cunxin's <i>Mao's Last Dancer</i> picture book or three images from the film <i>Rabbit Proof Fence</i> . A structured interview will be conducted following the performance and questions will be reviewed by students five minutes prior to the interview, with time given to write brief notes. Three questions will be given in the interview.
Type of assessment	Making and Responding
Purpose of assessment	To assess the development of students' knowledge and skills in Drama and to inform reporting at the end of the learning cycle.
Assessment strategy	<ul style="list-style-type: none"> • Improvised/devised drama • Reflective practice
Evidence to be collected	<ul style="list-style-type: none"> • Digital footage of performances • Interview audio/visual recordings of interviews
Suggested time	Six hours
Content description	
Content from the Western Australian Curriculum	<p>Voice and Movement Voice and movement techniques for selected drama forms and styles</p> <p>Drama Process and the Elements of Drama Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and action-audience relationships</p> <p>Drama Forms and Styles Extended improvisation exploring personal themes based on research and selected drama forms and styles</p> <p>Drama Conventions Improvisation conventions (establishing scenarios and role/character)</p> <p>Self-Management Skills and Group Management Skills and Processes Effective group work processes (problem-solving, listening skills) in drama Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language</p>

Task preparation	
Prior learning	Students are familiar with improvisation skills and conventions in Drama. Students are familiar with the meaning of key drama terms, including the elements of drama, drama conventions, drama processes and dramatic meaning.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their levels of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Live audience of peers or external audience for performance • Interviews will be conducted individually
Resources	<ul style="list-style-type: none"> • Copies of images/URL links • Copies of 'Student booklet for Drama Year 7 task' • Video camera and tripod to record the performances • Copy of protocols for videoing student performances • Copy of interview questions • Digital audio recorder

Instructions to the students

Making

- Participate in improvisation activities including giving and accepting offers, and extending scenarios.
- Suggested resources:
 - Sanderson-Green, M. and Sanderson-Green, A. (2003) *Yes Let's: Playing Games to Ignite Learning*. Leederville, WA: Papercut Media
 - Caldarone, M. and Lloyd-Williams, M. (2004) *Actions: The Actors' Thesaurus*. London, UK: Nick Hern Books
 - Shoe Stringers. (2014) The Improv Encyclopedia retrieved November 2015 from <http://improvencyclopedia.org/>
 - Johnstone, K. (2007) *Impro (Performance Books): Improvisation and the Theatre*. London, UK: Methuen Drama
- Explore effective group processes, including problem-solving, listening and safe working skills.
- Examine images on Stimulus for Improvisation Handout (note: Handout not included for copyright reasons).
- Annotate images to develop and structure ideas for performance.
- Participate in improvisation activities based on given stimuli.
- Explore spaces of performance, including constructing dramatic environment using voice and movement.
- Explore structuring improvisations using episodic and linear structures.
- Rehearse and refine structured improvisation for audience impact.

Responding

You will reflect on your group's informal performance and participate in a two-minute interview. You will be asked to comment on the following aspects of your performance.

- Describe one example of how you used voice in your informal performance.
- Describe one example of how you used movement to communicate character.
- Describe one example of how you used space to communicate space/place.
- Describe one example of how you used one significant elements of drama to communicate the dramatic meaning of your improvised scene.
- Describe how you would use one aspect of design and technology (lighting, music/sound, costume, props, or staging) to support the dramatic meaning for your audience.

Sample marking key	
Part 1: Making	
Description	Marks
Voice	
Uses voice techniques creatively, clearly and purposefully, to create dramatic meaning.	4
Uses voice techniques purposefully, and generally clearly, to create dramatic meaning.	3
Uses voice techniques with some purpose, to create dramatic ideas.	2
Uses voice techniques with minimal impact or meaning.	1
Subtotal	4
Description	Marks
Movement	
Uses movement techniques creatively, clearly and purposefully, to create dramatic meaning.	4
Uses movement techniques purposefully, and generally clearly, to create dramatic meaning.	3
Uses movement techniques with some purpose, to create dramatic ideas.	2
Uses movement techniques with minimal impact or meaning.	1
Subtotal	4
Description	Marks
Spaces of performance	
Uses spaces of performance creatively, clearly and purposefully, to create dramatic meaning.	4
Uses spaces of performance purposefully, and generally clearly, to create dramatic meaning.	3
Uses spaces of performance with some purpose, to create dramatic ideas.	2
Uses spaces of performance with minimal impact or meaning.	1
Subtotal	4
Description	Marks
Elements of drama	
Uses the elements of drama creatively, clearly and purposefully, to create dramatic meaning.	4
Uses the elements of drama purposefully, and generally clearly, to create dramatic meaning.	3
Uses the elements of drama with some purpose, to create dramatic ideas.	2
Uses the elements of drama with minimal impact or meaning.	1
Subtotal	4
Description	Marks
Play-building	
Structures improvisations to build a clear development of relevant ideas that concludes with an effective ending.	4
Structures improvisations to build a development of relevant ideas that concludes with a clear ending.	3
Structures improvisations to build a sequence of ideas with an uncertain or unpolished ending.	2
Presents an improvisation with a sense of a beginning and middle.	1
Subtotal	4

Description	Marks
Group processes	
Collaboratively works with others in group contexts, with clear evidence of active listening to all contributions.	4
Collaboratively works with others in group contexts, with evidence of active listening to all contributions.	3
Works with others in a constructive way, with some evidence of active listening.	2
With teacher support, works with others and sometimes listens to contributions.	1
Subtotal	4
Part 1 total	24

Description	Marks
Responses to aspects of performance	
Uses selected reflective processes to clearly describe links between performance choices and their effect on dramatic meaning and/or audience responses.	4
Uses selected reflective processes to describe links between choices made and their effect on dramatic meaning or audience responses.	3
Uses selected reflective processes to outline links between choices made and their effect on dramatic meaning or audience responses.	2
Inconsistently uses selected reflective processes to identify performance choices made and their effect on drama.	1
Subtotal	4
Description	Marks
Drama terminology and language	
Uses generalised drama terminology, with accuracy.	3
Uses generalised drama terminology, mostly with accuracy.	2
Uses generalised drama terminology, with some accuracy.	1
Subtotal	3
Part 2 total	7
Total	31

Checklist for self-management and group management skills and processes

Checklist	Comments
Listening skills : <ul style="list-style-type: none">• Allows other group members to speak	
<ul style="list-style-type: none">• Contributes and gives feedback in a positive, constructive and non-personal manner	
<ul style="list-style-type: none">• Pays attention and gives respect to other group members	
Problem solving: <ul style="list-style-type: none">• Actively seeks the opinions of others	
<ul style="list-style-type: none">• Looks for ways of utilising the suggestions of others	
<ul style="list-style-type: none">• Stays on task and contributions directly link to the problem	
Safe practices in drama, including backstage management to ensure safe movement: <ul style="list-style-type: none">• Creates a safe emotional environment allowing others to take risks	