



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Drama
Title of task	Written response to viewing a live performance or digital recording of a live performance
Task details	
Description of task	Students will respond to an excerpt of a live performance (in person or digital), looking at the role of the elements of drama in 'making meaning' for an audience.
Type of assessment	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	Response analysis
Evidence to be collected	<ul style="list-style-type: none"> <li>• Checklist for viewing performances</li> <li>• Proforma for reflective analysis/writing process</li> </ul>
Suggested time	90 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Drama Process and the Elements of Drama</b> Drama processes through shaping one or more elements of drama (role, character and relationships; voice and movement; time, space and situation; mood, atmosphere and dramatic tension) to shape dramatic meaning and engage audiences in different relationships</p> <p><b>Spaces of Performance</b> Imaginary spaces controlled by stage components and properties; the elements of drama and audience</p> <p><b>Design and Technology</b> Design and technology to emphasise dramatic tension and mood</p> <p><b>Drama Responses</b> Analytical writing on viewed live performances (live or digital copies of live performances) focusing on the elements of drama to make meaning</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

<b>Assessment conditions</b>	<p>Students will have 90 minutes to complete this task in invigilated conditions. The task will require students to work individually.</p> <ul style="list-style-type: none"><li>• Students will, attend or view digitally a live theatre performance. Students will take notes in preparation for an extended analytical response on the use of elements of drama, design and technology and other techniques to make meaning in drama.</li><li>• Students will, under test conditions, write responses using the provided proforma an analysis of that live theatre production to demonstrate their knowledge of drama in performance.</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>• checklist for viewing performances</li><li>• proforma for reflective analysis/writing process</li><li>• list of available (current) live and digital theatre</li></ul>

### **Instructions to the students**

- Students respond to an excerpt of a live performance (digital), looking at the role of the elements of drama in making meaning for an audience.
- Students review the elements of drama.
- Students review design and technology in performance.
- Students review performance terminology.
- Students use a checklist to reflect on viewed performance.
- Students use a proforma to create written reflection on the viewed performance.

## Examples of Western Australian Theatre companies that produce shows that may be suitable for high school students

- Barking Gecko Theatre Company
- Black Swan State Theatre Company
- Into the Mask Theatre Company
- Playback Theatre WA
- Spare Parts Puppet Theatre
- Stage Combat WA
- KADS
- Playlovers
- Limelight Theatre
- Old Mill Theatre
- Blue Room Theatre

## Examples of theatre reviews

- *The Stage*: <https://www.thestage.co.uk/>
- *Theatre Notes*: <http://theatrenotes.blogspot.com.au/>
- *Drama Learning*: <http://www.dramalearning.com/author/jderossi/>
- *The Age*: <http://www.theage.com.au/entertainment/theatre>
- *Crikey's The Daily Review*: <http://dailyreview.com.au/>
- *The West Australian*: <https://thewest.com.au/entertainment/arts-reviews?r=1#page1>

## Digital theatre

- [www.digitaltheatre.com](http://www.digitaltheatre.com) or [www.digitaltheatreplus.com](http://www.digitaltheatreplus.com). Various titles available, e.g. *Into the Woods*, *Much Ado about Nothing*, *A Doll's House*. Free trials are available for schools on Digital Theatre Plus.
- [www.amazon.com](http://www.amazon.com) – wide array of DVDs and Blu-rays of recorded live theatre
- Also some titles are available on YouTube, for example:
  - Samuel Beckett's *'Play'* (24 Hour Cycle): 11:31 a.m. at <https://www.youtube.com/watch?v=Yh3UaIWZIo>
  - History of Butoh – The Performance at <https://www.youtube.com/watch?v=G9VobXb4TJE>
- The National Theatre Live Digital Innovation – <http://ntlive.nationaltheatre.org.uk/>

## Checklist for viewing performance

Using the checklist below, tick off each **element of drama** you viewed and add notes (*where appropriate*) to explain how they were used to create meaning.

Title of viewed performance: \_\_\_\_\_

Where was the performance staged: \_\_\_\_\_

### Elements of drama checklist

**Characters**                      Are they stereotypical       or rounded  ?

List features

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#### Roles

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**Relationship/s**                      Are there clear relationships?                      Yes  No

Is there more than one relationship?                      Yes  No

Do the relationships between characters change?                      Yes  No

Notes

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- Voice:**
- |       |                          |              |                          |
|-------|--------------------------|--------------|--------------------------|
| Pace  | <input type="checkbox"/> | Emphasis     | <input type="checkbox"/> |
| Tone  | <input type="checkbox"/> | Projection   | <input type="checkbox"/> |
| Pitch | <input type="checkbox"/> | Rhythm       | <input type="checkbox"/> |
| Pause | <input type="checkbox"/> | Articulation | <input type="checkbox"/> |

Example of where voice was used to manipulate (*show*) dramatic meaning

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- Movement:**
- |                    |                          |           |                          |
|--------------------|--------------------------|-----------|--------------------------|
| Facial expressions | <input type="checkbox"/> | Gait      | <input type="checkbox"/> |
| Gesture            | <input type="checkbox"/> | Proxemics | <input type="checkbox"/> |
| Posture            | <input type="checkbox"/> | Mime      | <input type="checkbox"/> |

Example of where movement was used to manipulate (*show*) dramatic meaning

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**Time:**

- Present       Past       Future       Day       Night

**Situation:**

Has anything occurred prior to the dramatic action? Is something about to happen?

Notes:

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**Space:**

**Setting space:**      Indoors               Outdoors               Intricate set               Minimal set

**Performance space:**    Proscenium arch     Theatre in the round     Adapted space      
                                 Imaginary space     Thrust stage                          Levels                        
                                 Traverse stage   

**Mood and atmosphere:**

What was the overall mood and atmosphere of the play?

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Did the mood/atmosphere change during the play?      Yes  No

Notes

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**Design principles:**

Tick off each design principle you viewed and add notes

<input type="checkbox"/> Balance	
<input type="checkbox"/> Contrast	
<input type="checkbox"/> Repetition	

## Drama Year 9: Written response to live theatre performance

- You will have 30 minutes to write your responses to the following analytical questions.
- Use the answer form stipulated in the question. Remember to use specific drama terminology and examples to support your ideas. You may not use any notes from your work in class.
- If you cannot answer a question, do the best you can or move on to another question.
- Manage your time carefully to ensure you finish this task in the time allocated.

Student name					
Title of production					
Theatre company and overview of the venue	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="height: 25px;"> </td></tr> <tr><td style="height: 25px;"> </td></tr> <tr><td style="height: 25px;"> </td></tr> <tr><td style="height: 25px;"> </td></tr> </table>				
Date and time of your theatre visit					
<b>Write a brief synopsis of the play; that is, summarise what happened.</b>					
<b>Choose one of the main characters in the show. How did he/she use:</b>					
<ul style="list-style-type: none"> <li>voice, e.g. pitch, pace, pause, tone, accent, volume?</li> <li>movement, e.g. gesture, posture and facial expressions?</li> </ul>					



Choose **one** design role that was used in this show (lighting, sound or costume). Discuss how this was used in this production to enhance meaning and impact on audience.

You **may** use illustrations or diagrams to support your response.

Design role:


Illustration

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<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Introduction and synopsis</b>	
Presents a clear and concise introduction that includes relevant details about the synopsis.	3
Presents an introduction that includes relevant information about the synopsis.	2
Presents an introduction with minimal information about the play and the performance.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Voice</b>	
Presents a detailed description of the actor's use of voice in the performance that communicates character and conveys meaning.	3
Describe the actor's use of voice in the performance that communicates character and presents meaning.	2
Makes superficial or general comments about the actor's use of voice in the performance relevant to character or meaning.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Movement</b>	
Presents a detailed description of the actor's use of movement in the performance that communicates character and conveys meaning.	3
Describe the actor's use of movement in the performance that communicates character and presents meaning.	2
Makes superficial or general comments about the actor's use of movement in the performance relevant to character or meaning.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Effectiveness of design and technologies</b>	
Provides a detailed description of the effectiveness of the design role and associated technologies for enhancing meaning and impacting on audience.	4
Describes the effectiveness of the design role and associated technologies for enhancing meaning and impacting on audience.	3
Outlines the effectiveness of the design role and associated technologies relevant to dramatic meaning and impact on audience.	2
Recounts the most obvious features of the design role or associated technologies.	1
<b>Subtotal</b>	<b>4</b>
<b>Description</b>	<b>Marks</b>
<b>Supporting illustration and annotations</b>	
Supports description of the design role and technologies with a clear and meaningful illustration/diagram/graphic organiser/table, with detailed and relevant annotations.	3
Supports description of the design role and technologies with a meaningful illustration/diagram/graphic organiser/table, with detailed annotations.	2
Supports description of the design role and technologies with relevant illustration/diagram/graphic organiser/table, with some annotations.	1
<b>Subtotal</b>	<b>3</b>

Description	Marks
Drama terminology and language	
Uses accurately specific drama terminology.	3
Uses a range of generalised drama terminology, with accuracy.	2
Uses generalised drama terminology, with accuracy.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>19</b>