



Assessment task	
Year level	5
Learning area	The Arts
Subject	Drama
Title of task	Read between the lines
Task details	
Description of task	Students will perform a devised excerpt from <i>'Boy Overboard'</i>
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none"> To identify student's ability to effectively interpret a script to demonstrate dramatic meaning. To identify student's ability to demonstrate understanding of character, setting, time and themes within a text. To identify student's ability to work collaboratively and cohesively within a group, to block and interpret a text. To identify student's ability to show an awareness of cultural understanding through performance. To identify student's ability to reflect on self and peer performances.
Assessment strategy	Observations, process and performance, self and peer reflection of performances
Evidence to be collected	Anecdotal notes of process/video evidence of performance and written reflection
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Making</p> <p>Ideas Dramatic structures to sequence how a story is opened, how events are presented (mood and tension elements) and key details to help the audience understand dramatic meaning</p> <p>Skills Experimentation and refinement of ten (10) elements of drama:</p> <ul style="list-style-type: none"> voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity) movement (facial expressions and gestures to create belief in character and situation) role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus) situation (establishing and sustaining a fictional setting) space (establishing a clear setting) character (communicating character traits; developing relationships between characters) time (sense of time to create belief in drama) tension (factors that contribute to suspense in stories; tension in characters' relationships)

	<ul style="list-style-type: none"> • mood (describes the feelings and attitudes, often combined of the roles or characters involved in dramatic action) • relationships (how relationships influence character development) when creating improvised, devised or scripted drama <p>Improvisation skills (creating climax and dénouement) to enhance drama</p> <p>Performance</p> <p>Rehearsal processes (giving and receiving feedback; working together) to improve drama to engage an intended audience</p> <p>Performance skills and audience awareness (where the performers control the focus) to convey meaning to the audience</p> <p>Responding</p> <p>The role of drama in different cultures and times</p> <p>Responses that explain the purpose of drama and how the elements of drama are used to communicate meaning, using drama terminology</p>
Task preparation	
Prior learning	Students have collaboratively created and rehearsed devised pieces, incorporating the elements of drama into their performances. They have had little experience with interpreting scripts, which will require direct instruction and scaffolding. Students are familiar with the performance and evaluation process as well as appropriate audience etiquette.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level 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	Submission of script, group performances and individual self/peer reflections
Resources	<ul style="list-style-type: none"> • class set of <i>'Boy Overboard'</i> text • Instrumental music • 'true' and 'false' signs • Statement cards • Play synopsis • Key moment cards • Butcher's paper (role on the wall) • A3 theme images and theme cards

Instructions for teacher

Provide a wide range of activities to students so they can explore the characters, themes, time and setting prior to interpreting the text. This will allow students to gain a greater sense of contextual understanding.

Teacher is to be the director, modelling the process of blocking, character development, using stage directions and staging a piece for an audience.

Provide students with a range of facts about Afghanistan, in which they decide which ones are true and which are false. Using devising processes and prior knowledge on the characters, students create a performance based on two of the characters having a conversation. Ensure performances are viewed each lesson and give constructive feedback based on the learning objective.

Provide comments throughout the rehearsal process to allow students to achieve a more polished performance, utilising skills and concepts covered.

Instructions to students

You will perform an excerpt from the text '*Boy Overboard*'. Using devising processes and the knowledge you have about the characters, you will create a performance based around two of the characters from the text having a conversation.

Marking key	
Description	Marks
Ideas and responding – Uses effective communication skills and cultural awareness to create and plan the performance.	
Works collaboratively with the group members, sharing ideas, listening to others, whilst showing cultural understanding.	3
Cooperates with the group members, sharing some ideas and mostly listening to others, whilst demonstrating cultural understanding.	2
Requires strong support and prompting to work effectively as part of a group and to understand cultural awareness.	1
Subtotal	3
Description	Marks
Ideas and skills – Uses script interpretation to demonstrate how events and key details are presented, in order to help the audience understand the dramatic meaning.	
Creates a performance which demonstrates a thorough interpretation of both the script and the context of the play.	3
Creates a performance that displays satisfactory understanding of the script and the context of the play.	2
With assistance, creates a performance that shows basic understanding of the script and the context of the play.	1
Subtotal	3
Description	Marks
Skills and Performance – Uses the Elements of Drama in such a way to create and enhance the meaning of the performance.	
Demonstrates broad knowledge of a range of the Elements of Drama, such as voice, movement, role, situation, space, character, time, tension, mood and relationships, in order to create and enhance the dramatic meaning of the performance.	4
Demonstrates satisfactory knowledge of some of the Elements of Drama, such as voice, movement, role, situation, space, character, time, tension, mood and relationships, in order to create and enhance the dramatic meaning of the performance.	3
Needs strong support to demonstrate how any of the Elements of Drama, such as voice, movement, role, situation, space, character, time, tension, mood and relationships assist in creating a performance.	2
Subtotal	4

Description	Marks
Response – Uses drama terminology and examples to evaluate self and peer performances.	
Reflects on the performance of self and others in detail, using drama terminology and specific examples to support ideas.	3
Reflects on the performance of self and others, using some drama terminology and few examples to support ideas.	2
With prompting, makes general comments on the performance.	1
Subtotal	3
Total	13