Sample assessment task

Year level	7
Learning area	The Arts
Subject	Drama
Title of task	Written response to viewing a digital recording of a live performance

Task details

Description of task	Students will respond to an excerpt of a live performance (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	• Checklist for viewing performances • Proforma for reflective analysis/writing process
Suggested time	One hour

Content description

Content from the Western Australian Curriculum	**Drama Reflections** 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.

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	Live audience of peers or external audience for performance Interviews will be conducted individually
Resources	• Checklist for viewing performances • Proforma for reflective analysis/writing process • List of available (current) live and digital theatre

Instructions to the students

Responding

- 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, or view a suitable live performance.
- Students review a selection of the elements of drama (characters, roles, relationships, voice and movement).
- Students review performance terminology.
- Students use a checklist to reflect on viewed performance.
- Students use the given proforma to respond to the analytical questions

Digital theatre

- www.digitaltheatre.com or 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 – wide array of DVDs and Blu-rays of recorded live theatre
- The National Theatre Live Digital Innovation – http://ntlive.nationaltheatre.org.uk/

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

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

Checklist for viewing a 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

Character/role   Are they stereotypical ☐   or rounded ☐ ?

List features

_____

_____

_____

_____

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

_____

_____

_____

_____

Voice:

Pace	☐	Emphasis	☐
Tone	☐	Projection	☐
Pitch	☐	Rhythm	☐
Pause	☐	Articulation	☐

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

_____

_____

_____

_____

Movement:

Facial expressions	☐	Gait	☐
Gesture	☐	Proxemics	☐
Posture	☐	Mime	☐

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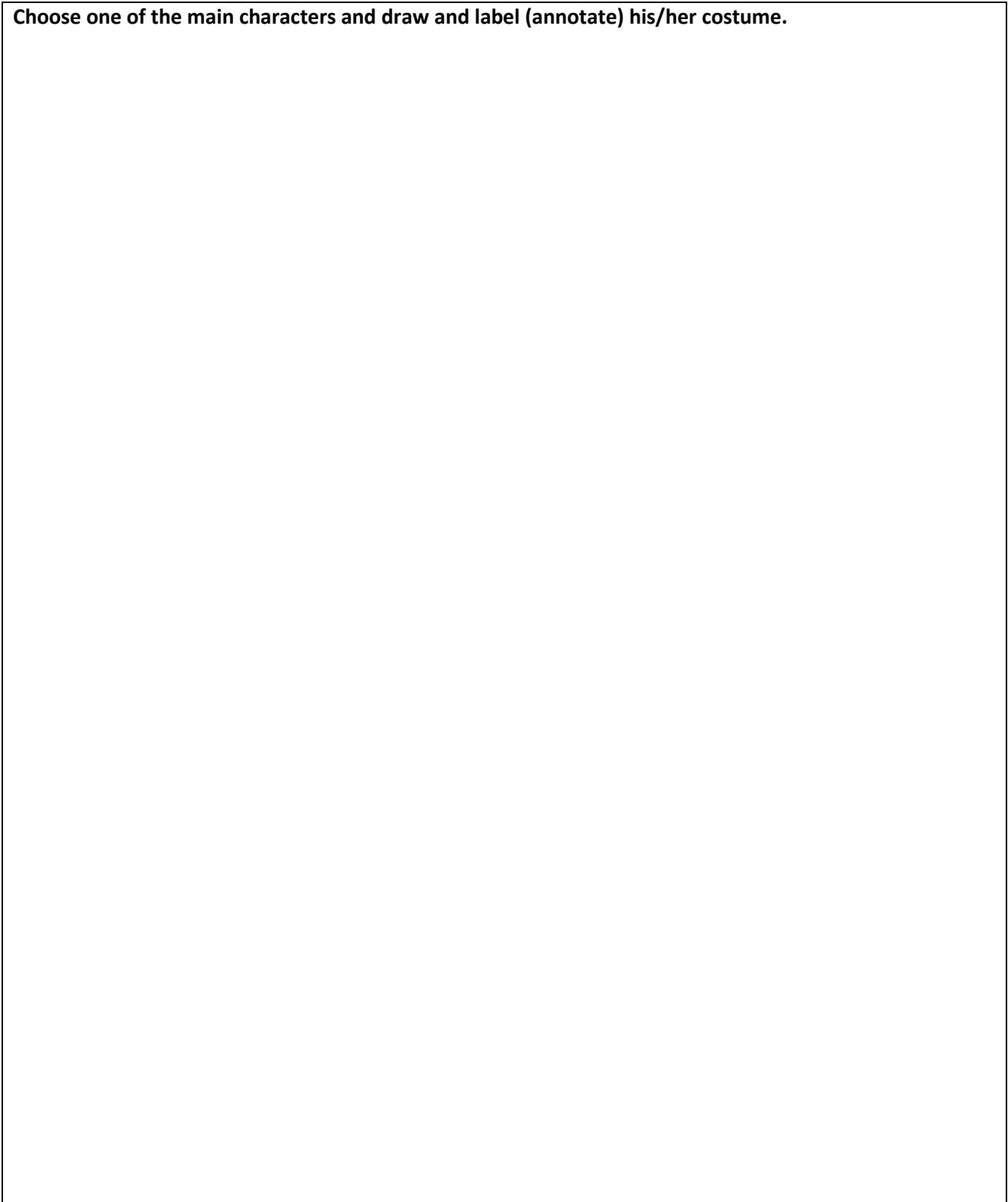
_____

_____

_____

_____

Drama Year 7: 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 onto 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	
Date and time of your theatre visit	

Write a brief synopsis of the play; that is, summarise what happened

Choose one of the main characters in the show. How did he/she use:

- voice, e.g. pitch, pace, pause, tone, accent, volume?
- movement, e.g. gesture, posture and facial expressions?

Voice:

Movement:

Choose one of the main characters and draw and label (annotate) his/her costume.

Sample marking key

Description	Marks
Introduction including synopsis	
Presents a clear introduction that includes relevant details.	3
Presents an introduction that includes some general information.	2
Presents an introduction with minimal information about the play and the performance.	1
Subtotal	**3**

Description	Marks
Voice	
Presents a detailed description of the actor's use of voice in the performance.	3
Describe the actor's use of voice in the performance.	2
Makes superficial or general comments about the actor's use of voice in the performance.	1
Subtotal	**3**

Description	Marks
Movement	
Presents a detailed description of the actor's use of movement in the performance.	3
Describe the actor's use of movement in the performance.	2
Makes superficial or general comments about the actor's use of movement in the performance.	1
Subtotal	**3**

Description	Marks
Effectiveness of costume	
Provides a detailed illustration of the costume, including clear annotations.	4
Provides an illustration of the costume, including annotations.	3
Provides a satisfactory illustration of the costume, with some annotations.	2
Provides an incomplete or incomprehensible illustration, with little or no annotations.	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**

Description	Marks
Communication skills	
Writing communicates a well-constructed, clearly expressed response, appropriate to the question.	3
Writing communicates a well-constructed response, appropriate to the question.	2
Writing is not of a sufficient quantity to fully express ideas.	1
Writes with a very limited level of literacy and/or legibility.	0
Subtotal	**3**
Total	**19**