



Assessment task	
Year level	6
Learning area	The Arts
Subject	Drama
Title of task	Spy school
Task details	
Description of task	<p>Students will create, devise and rehearse a dramatic piece. Their performance will be in the style of the process drama that they have engaged in prior to beginning this task.</p> <p>Students will be required to create an improvisation in the role of the spies. In performance, they must plan their secret mission, intercept and then capture the robbers in the warehouse who have stolen important documents from the Principal's office.</p>
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none"> To identify students' ability to structure and script a devised piece, using correct conventions and formatting To identify students' ability to work collaboratively and cohesively within a group To identify students' ability to effectively use the elements of drama and forms and styles within a performance, which will communicate dramatic meaning To identify students' 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 Ideas</p> <p>Dramatic action (the driving force and forward motion of drama to create dramatic meaning) driven by narrative structure and dramatic tension</p> <p>Skills</p> <p>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; projection) 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)

	<ul style="list-style-type: none"> • time (sense of time to create belief in drama) • tension (factors that contribute to suspense in stories; tension in characters' relationships) • 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>Script formatting and conventions, including planning and documentation. Improvisation skills (finding a resolution and signalling a conclusion) to enhance drama</p> <p>Performance Rehearsal processes (the consideration of feedback) to improve drama performances to engage an audience Performance skills and audience awareness (where performers make connections and build trust with the audience)</p> <p>Responding Factors that influence drama in different cultures, times and contexts Responses that explain how the elements of drama and production elements are used to communicate meaning in drama, using drama terminology</p>
Task preparation	
Prior learning	<p>Students have had multiple experiences with devising their own group performances. They have explored working with scripts before; however, this is the first task in which they will be required to write and format their own script.</p> <p>Students are familiar with the ten elements of drama and have developed strategies for working collaboratively in groups.</p> <p>Students are also accustomed to demonstrating appropriate audience etiquette and they understand the purpose behind evaluating their own work and the work of others.</p>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Submission of script, group performances and individual self/peer reflections
Resources	<ul style="list-style-type: none"> • Obstacle course props • Music e.g. <i>Mission Impossible</i>, <i>Get Smart</i>, <i>Pink Panther</i> • Code sheets • Code “help” sheets with numbers/alphabet to assist with differentiation • Video recording equipment • Butcher’s paper • Plays/texts

Instructions for teacher

Teacher is to be 'in role' as the Head of the Spy School. Teacher will then introduce each 'training session' in character, to engage students and heighten their involvement and interest in the overall task.

Teacher will model the activity by playing one of the spies and being actively involved in the 'training sessions' to demonstrate correct technique, such as mime skills.

Ask students to brainstorm ideas, actively listen to each other and collaboratively create improvisations, utilising the skills learnt during that lesson, such as slow motion, narrator or levels. Using the script- formatting process and conventions, students apply this knowledge when creating and structuring their piece for the summative assessment.

Ensure performances are watched 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 work in groups to create, devise and rehearse a dramatic piece. Your performance will be in the style of the process drama that you have engaged in as part of your previous drama lessons. You will be required to create an improvisation where you will be in character as one of the spies.

In performance, you must plan your secret mission, intercept and then capture the robbers in the warehouse who have stolen important documents from the Principal's office.

Marking key	
Description	Marks
Ideas – Uses effective communication skills to create and plan the performance.	
Works collaboratively with the group members, sharing ideas and listening to others.	3
Cooperates with the group members, sharing some ideas and mostly listening to others.	2
Requires strong support and prompting to work effectively as part of a group.	1
Subtotal	3
Description	Marks
Ideas and skills – Uses understanding of structure and scriptwriting conventions to create dramatic action.	
Creates a performance which demonstrates the correct use of formatting and scriptwriting conventions, whilst understanding the structure required to achieve dramatic action.	3
Creates a performance that uses some correct formatting and scriptwriting conventions, whilst mostly understanding the structure required to achieve dramatic action.	2
With assistance, creates a performance that shows basic understanding of conventions and structure.	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 a 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.	3
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.	2
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.	1
Subtotal	3

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	12