



Assessment task	
Year level	3
Learning area	The Arts
Subject	Drama
Title of task	Mystery box
Task details	
Description of task	Students will form groups of 4 or 5. Each group will be given their own 'Mystery Box', with three different stimuli inside. They will plan, create, devise and perform a 2-minute structured improvisation using the 'Mystery Box' as their inspiration.
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none">• To identify student's ability to structure a devised piece with a definite beginning middle and end.• To identify student's ability to work collaboratively within a group.• To identify student's ability to use the Elements of Drama within a 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 verbal reflection
Suggested time	2 x 1 hour lessons.
Content description	
Content from the Western Australian Curriculum	<p>Making Ideas Improvised and devised drama based on narrative structures in familiar drama styles.</p> <p>Skills Exploration and experimentation of seven (7) elements of drama:</p> <ul style="list-style-type: none">• voice (loud, soft, varying loud and soft; pitch variation; pace; volume)• 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) when creating improvised or devised drama

	<p>Performance Rehearsal processes (to improve the flow of the performance) to support audience engagement Performance skills and audience awareness (where performers use focus and control) when performing drama styles</p> <p>Responding Appropriate responses to, and respect for, drama of others as performers and audience members Responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology</p>
Task preparation	
Prior learning	Students have had exposure to play building processes, Elements of Drama and working collaboratively in groups. They are also familiar with audience etiquette and the purpose behind evaluating their own work and the work of others’.
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	Group performances and individual self/peer reflections
Resources	<ul style="list-style-type: none"> • A selection of ‘Mystery Boxes’, which contains three different stimuli for each group. • Writing materials for planning such as group whiteboards or butchers paper.

Instructions for teacher

Firstly, provide a broad selection of stimuli to engage and interest the students into being creative and using their imagination. Model how three different stimuli can be used in collaboration with each other to create and inspire performance (*see Week 7 in the 'Mystery Box' Sample teaching and learning outline*).

Ask students to brainstorm ideas, listen to each other and collaboratively create a storyline that can be used for performance.

Using a devising process, students block and rehearse their performance, focusing on the use of the elements of drama previously learnt.

Watch a selection of performances and give explicit feedback.

Note: Teacher is to provide critical feedback throughout the rehearsal process to allow students to achieve a more polished performance, utilising skills and concepts covered.

Instructions to student

You will work in groups to complete this task. Each group will be given a 'Mystery Box', with three different stimuli inside. You must plan, create, devise and perform a 2-minute structured improvisation using this 'Mystery Box' as your inspiration. You must consider the elements of drama when developing your improvisation.

Marking key	
Description	Marks
Ideas – Uses effective communication skills to create and plan performance.	
Works collaboratively with the group, sharing ideas and listening to others.	3
With prompting, cooperates with the group members, sharing some ideas and mostly listening to others.	2
Requires strong support to work effectively as part of a group.	1
Subtotal	3
Description	Marks
Skills – Uses understanding of structure to create a storyline with a clear beginning, middle and end.	
Creates a devised piece with an imaginative and distinct structure.	3
Creates a devised piece that demonstrates a satisfactory level of understanding of structure.	2
With assistance, creates a devised piece that shows basic understanding of 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 broad knowledge of a range of the elements of drama, such as role, situation, space, voice, movement, character and time, in order to create and enhance the dramatic meaning of the performance.	3
With prompting, demonstrates satisfactory knowledge of some of the elements of drama, such as role, situation, space, voice, movement, character and time, in order to create the dramatic meaning within the performance.	2
Requires strong support to demonstrate how any of the elements of drama, such as role, situation, space, voice, movement, character and time, 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 some drama terminology and examples.	3
Reflects on the performance of self and others', giving brief explanations of what was viewed.	2
With prompting, makes general comments on the performance.	1
Subtotal	3
Total	12