



Sample assessment task

Year level	4
Learning area	The Arts
Subject	Drama
Title of task	Aliens

Task details

Description of task	Using appropriate still images and music as stimuli, students create their own alien characters. Building on this, students then improvise a piece of devised drama. During the task, students will explore using varied voice and movement techniques to convincingly portray a character.
Type of assessment	Summative
Purpose of assessment	This assessment is designed to provide feedback to assist students and inform the teacher's future planning. This assessments allow students to demonstrate application of the drama elements of voice, movement, role, character and relationships.
Assessment strategy	Devised drama
Evidence to be collected	Teacher video observation of short devised performances Reflections
Suggested time	4 x 1-hour lessons

Content description

Content from the Western Australian Curriculum	<p>Ideas Improvised and devised drama based on narrative structures in selected drama styles</p> <p>Skills Exploration and experimentation of eight (8) 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) • relationships (how relationships influence character development) <p>when creating improvised or devised drama</p> <p>Performance Rehearsal processes (to improve transitions between scenes) to enhance audience engagement Performance skills and audience awareness (where the performers use focus and control) when performing drama styles.</p> <p>Responding Considered responses to, and respect for, the drama of others as performers and audience members Ideas in drama from different cultures Responses that involve identifying and reflecting on the meaning and purpose of their own and others' drama, using drama terminology</p>
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Task preparation

Prior learning	Students will have participated in previous lessons on improvisation and developing characters using images as stimuli. Students should be familiar with using the dramatic elements of voice, movement, role and character. Previous lessons on how to build a character based on an image have been explored and taught. Previous lessons on dramatic tension and how to create and build this have also been explored. Students have experience in improvising how a human might respond to other characters, how to show emotions and respond to different situations.
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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.
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Assessment task

Assessment conditions	Large open space for performance.
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Resources	<ul style="list-style-type: none">• Pictures of aliens• Scene from <i>ET – The Extra Terrestrial</i> when Drew Barrymore’s character, Gertie, meets ET
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Instructions to teacher

Lessons 1 and 2

- Display some images of alien creatures for the class. Discuss images as a class. Teachers may wish to use the following resource to structure this part of the lesson:
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html
- Ask the students to lie down in the drama space and close their eyes.
- Play some alien/outer space type of music to inspire students. Ask them to imagine the following:
 - the environment
 - anything that is happening in the environment
 - the alien/s that exist in the environment
 - the general mood of the environment
 - and so on
- Ask the students to share what they imagined in small groups. Encourage them to stand to share so they can explore the physical movement of what they imagined. When all students have had an opportunity to share, ask them to develop some tableaux of their images (no more than four). They could create tableaux that combine all imagined environments/alien characters or choose one student's environment to focus on.
- Students to present tableaux of their images. Teacher should play the music during tableaux to assist with setting and characterisation.
- Show images of aliens and discuss some of the obvious features as a class.
- Select one image only and ask the whole student group to explore how this particular alien would move and speak, e.g. aliens with no legs, aliens with eye on tip of elbow, aliens who move backwards and so on. Explore the drama teaching technique of emotional gallery – see resource reference
<https://www.childdrama.com/emotionwalk.html>
- Ask for a few volunteers to perform their version of the alien in front of the class and encourage positive feedback from the class about each student's portrayal.
- Watch the scene from *ET – The Extra Terrestrial* when Drew Barrymore's character, Gertie, meets ET. Discuss. How do the characters relate to each other? What are the differences between the two characters? How does this scene make you feel? Note: the purpose of this activity, is to familiarise students with a visual, animated example of an alien. Following this activity, they will be required to develop their own devised dramas with aliens as the characters.
- Pair the students up. Explain to them that they are required to plan a drama with the following structure:
 - Scene 1 – an alien arrives on earth
 - Scene 2 – alien meets a human
 - Scene 3 – alien interacts with the human
 - Scene 4 – alien leaves earth.
- Scene 1 should begin with a tableau (students may use one tableaux they have previously developed) and Scene 4 should finish with a tableau.
- Students will plan their drama and each pair will perform their play for the class. Ask students to use the following criteria to shape their devised dramas:
 - use the scaffold of who/where/what/how for each scene
 - the performance must show evidence of dramatic tension which builds throughout the role play
 - the role-play must have a clear beginning, middle and end.
- Use the following questions as a guide for students when developing their alien character:
 - how does the human react to the alien?
 - are they scared, terrified, fascinated? Do they scream, freeze, panic, cry?
- Remind the students of the drama skills and knowledge that they should consider during rehearsals and performance time. These will include: movement, voice, role, situation, space, character, time and relationships. Remind them of the use of pause, stillness and emotions.
- Give each group a piece of A3 paper and a pencil or a whiteboard and a marker for planning and adapting their ideas as they develop them.
- Students begin the discussion, planning and rehearsal of their play. Rehearsal will continue for the rest of the lesson.

- In the last five minutes of the lesson, ask the students to share what they have experienced, what challenges have been encountered and what changes they have made along the way. Students will continue rehearsal and participate in their performance during the next lesson.

Lessons 3 and 4

- Warm up the students by playing a game of alien swap. Students sit in a circle (in chairs or on the floor). Ask the students to think about their alien character that they developed last week. One alien stands in the middle of the circle and states something that is part of their character, e.g. I have ears on my fingers. I am purple with yellow spots on my body. Students who have the same characteristics swap places (similar to Fruit Salad game). The last person to sit down is the next person to state a characteristic. Continue playing the game for a number of minutes.
- Ask the students to lie down on the ground and close their eyes. Play the same piece of music as the week before. The students quietly visualise the character that they developed from the previous week's lesson. They take this time to reflect on what they created in readiness for this lesson.
- Revisit the images from the previous week to re-orientate the students on the task.
- Update the students on how the lesson will run. Remind the students of the drama skills and knowledge that they should consider during rehearsals and performance time. These will include, movement, voice, role, situation, space, character, time and relationships. Remind them of the use of a pause, stillness and emotions.
- Ask students to:
 - pair up
 - revisit plan
 - discuss progress so far
 - begin rehearsal (give them a count-down of time to keep all students on track)
 - perform for the class.

Informal feedback: decide if you are going to allow feedback between each performance or wait until the end of all performances. Reinforce that students must use positive and supportive language to provide feedback on each other's performances.

Formal feedback: ask the students to reflect on their own and the other drama performances viewed. Ask students to discuss in pairs first and then complete a written summary. Include a space for student responses using short answers and annotated illustrations. Focus questions are suggested below and students should be encouraged to use drama terminology:

- How did the drama begin?
- How did the drama develop?
- How did the drama conclude?
- How did the performers vary their voices, movement and gestures to create and share believable characters?
- How are the elements of drama such as role, situation, time and place integrated in the action?
- How is the dramatic tension developed in the drama?
- How do the relationships in the drama help to tell the story?
- Reflecting on your group's performance, what changes would you make?
- What was interesting about the story that kept the audience engaged?
- Were the characters believable? How/why? Explain.
- Reflect on your own performance and provide a comment about the use of your voice, the way you moved, how you developed your character and how this contributed to the overall performance.

Sample marking key

Description	Marks
Ideas	
Accurately follows the prescribed scene structure to create devised drama which is appropriately sequenced and uses dramatic tension in a purposeful way to shape dramatic action.	3
Mostly follows the prescribed scene structure to create devised drama which is sequenced and uses dramatic tension to shape dramatic action.	2
Creates devised drama which uses some dramatic tension.	1
Subtotal	3
Description	Marks
Skills – movement (facial expressions and gestures)	
Consistently uses effective and well thought out facial expressions and gestures to create belief in character and situation.	3
Uses some facial expressions and gestures to create belief in character and situation.	2
Uses limited and inconsistent facial expressions and gestures.	1
Subtotal	3
Description	Marks
Skills – voice	
Consistently uses varied elements of the voice to effectively convey a character.	3
Uses some elements of the voice to convey a character.	2
Uses limited elements of the voice.	1
Subtotal	3
Description	Marks
Rehearsal processes	
Works collaboratively, sharing ideas and listening to others, while effectively considering the target audience.	3
With prompting, cooperates and shares some ideas, mostly listening to others, while considering some aspects of how to engage the target audience.	2
Requires strong support to work effectively with others.	1
Subtotal	3
Description	Marks
Response – uses drama terminology to evaluate own self and peer performances	
Reflects on the performance of oneself and others in detail, using specific examples and discussing performance choices.	3
Reflects on the performance of oneself and others, using a few examples to support ideas.	2
With prompting, makes general comments on the performance.	1
Subtotal	3

Description	Marks
Performance – focus, control and audience awareness	
Demonstrates a wide range of performance skills, sustained focus and control to engage the audience.	3
Demonstrates a range of performance skills, mostly sustained focus and some control to engage the audience.	2
Demonstrates some performance skills with limited focus and control to engage the audience.	1
Subtotal	3
Description	Marks
Response – Use of drama terminology	
Uses a wide range of specific drama terminology in context and with accuracy when responding to performances.	4
Uses a range of drama terminology with in context and with accuracy most of the time when responding to performances.	3
Uses some drama terminology, with some accuracy when responding to performances.	2
Uses few drama terms with accuracy when responding to performances.	1
Subtotal	4
Total	22