



Sample assessment task	
<b>Year level</b>	2
<b>Learning area</b>	The Arts
<b>Subject</b>	Drama
<b>Title of task</b>	<i>Jack and The Beanstalk</i> Improvisation
Task details	
<b>Description of task</b>	After listening to the story of <i>Jack and the Beanstalk</i> and reflecting on the characters of Jack and the Giant, students recreate the scene where Jack discovers the beanstalk, climbs it and hides from the giant. Students share their improvisations and then respond to the improvisations from their peers, reflecting on the use of voice and movement.
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	To assess the development of improvisation skills using a familiar storyline, elements of drama (voice, movement, role and situation), performance skills and responses to voice and movement in the drama of others.
<b>Assessment strategy</b>	Improvised drama, reflections
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Skill check (teacher checklist)</li> <li>• Video of performance</li> <li>• Student self-reflection sheet</li> </ul>
<b>Suggested time</b>	3 x 1 hour lessons
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Ideas</b> Use of dramatic action to sequence events communicating an idea, message or story</p> <p><b>Skills</b> Exploration and experimentation of four (4) elements of drama:</p> <ul style="list-style-type: none"> <li>• voice (loud, soft, varying loud and soft; pace and pitch)</li> <li>• movement (big, small; use of facial expressions; gestures; posture)</li> <li>• role (fictional character; listening and responding in role)</li> <li>• situation (establishing a fictional setting and relating to it in role)</li> </ul> <p>to create drama Improvisation skills (establishing a situation) to develop dramatic action and ideas</p> <p><b>Responding</b> Personal responses using the elements of voice and movement in drama they view and make</p>
<b>Early Years Learning Framework</b>	<p>Outcome 4 – Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Outcome 5 – Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being &amp; becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>

<b>National Quality Standards</b>	<p>Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development</p> <p>Element 1.1.5 Every child is supported to participate in the program</p> <p>[Based on: Guide to the National Quality Standard (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior experience with improvisation and using the dramatic elements of voice, movement and role. Prior opportunities have been given for the students to explore and experiment with the elements, create performances and respond to drama experiences.</p>
<b>Assessment differentiation</b>	<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<p>Large, open space for performance</p>
<b>Resources</b>	<p><i>Jack and the Beanstalk– a traditional tale</i> (Teachers should avoid showing the illustrations as they are encouraged to create their own version of Jack and Giant)</p>

## Instructions for teacher

Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Read the story <i>Jack and the Beanstalk</i> orally to the students. You can use the book as a prompt for yourself but don't let students see the illustrations.</li> <li>• Manipulate your voice to represent the different characters as well as change the pace (fast and slow) to emphasise parts of the story.</li> <li>• Liven up the story by playing with your voice – ask the students to choral the repetitive elements of the story.</li> <li>• Explore the characters of Jack and the Giant. Prompt with questions:               <ul style="list-style-type: none"> <li>○ how big is the Giant and how does this affect how he moves and talks?</li> <li>○ what emotions is the Giant displaying and how does he show these through movement, voice, gestures and facial expressions?</li> <li>○ how big is Jack and how does this affect the way he talks and moves?</li> <li>○ what emotions is Jack feeling and how does he show these through movement, voice, gestures and facial expressions?</li> </ul> </li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Allow time for students to explore the characters individually and in pairs. When working in pairs, students assume the character of either Jack or the Giant and focus on speaking in character and responding in role.</li> <li>• Display the drama elements student should show in the improvisation:               <ul style="list-style-type: none"> <li>○ voice – varying volume, pace and pitch</li> <li>○ movement – varying movements with gestures, facial expressions</li> <li>○ role – taking on the point of view of the character and responding in role</li> <li>○ situation – establishing a setting and staying 'true' to it when in role, e.g. establish the location of the beanstalk and ensure it is in the same place every time Jack climbs it.</li> </ul> </li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Direct the students to think how these characters would move and talk in different situations. (Think about gestures, facial expressions, body movements, voice pitch and volume and what they might be saying.)               <ul style="list-style-type: none"> <li>○ Jack climbing the beanstalk</li> <li>○ Jack exploring the Giant's castle</li> <li>○ Jack hiding from the Giant</li> <li>○ Jack running to the beanstalk</li> <li>○ Giant sleeping and being woken up</li> <li>○ Giant looking for an intruder</li> <li>○ Giant getting angry trying to find the intruder</li> <li>○ Giant seeing Jack with the goose running down the beanstalk</li> </ul> </li> <li>• Give the students time to explore the scenarios above before introducing them to improvisation.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Introduce improvisation to the students – what is improvisation? Discuss:               <ul style="list-style-type: none"> <li>○ the importance of having a strong start and finish body position</li> <li>○ using your voice and body to play the scene</li> <li>○ using your memory of the story</li> <li>○ using emotion</li> <li>○ visualising the situation/location</li> <li>○ continuing on with the scene (even if everything is going wrong)</li> </ul> </li> <li>• Perhaps play a drama game such as <i>Spacejump</i> or another <i>Theatresports</i> - style activity. See the resources of Keith Johnstone, specifically <i>The Improv Handbook</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• When students have grasped the basic concept of improvisation, give them the following scenario: <i>In pairs, role-play the scene where Jack climbs the beanstalk and discovers the goose that laid the golden egg. The Giant appears and smells a human and looks for Jack. Jack is hiding and, when the Giant is not looking, grabs the goose and runs away. Jack and the Giant exchange some dialogue before Jack climbs down the beanstalk and escapes. The scene ends with the Giant being very angry that Jack stole his goose and Jack is running home.</i></li> <li>• Pair students and ask them to plan the improvisation. Students should think about the following: <ul style="list-style-type: none"> <li>○ how will the scene open? What will Jack be saying? Is he talking to himself?</li> <li>○ how will the characters set the scene and link the action?</li> <li>○ which side of the stage will each character enter and exit the performance space from?</li> <li>○ where is the beanstalk situated in the improvisation?</li> <li>○ how will the audience know the improvisation has ended?</li> </ul> </li> <li>• Students perform to their peers (performances may be videoed).</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Students watch their videoed performance once completed and self-reflect on the way they used their voice and movement.</li> <li>• Students complete the self-reflection assessment or verbally share their experiences with each other or the class.</li> </ul>

## Sample marking key

### Jack and The Beanstalk

Description	Marks
Use of voice to portray character	
Confidently and consistently demonstrates varying volume, pace and pitch which strengthens the interpretation of the character.	4
With developing confidence, voice usually demonstrates varying volume, pace and pitch which shows some connection to the character.	3
Voice sometimes demonstrates varying volume, pace and pitch. May appear to be random and sometimes disconnected from the character.	2
Voice rarely demonstrates varying volume, pace and pitch. May use one element of voice at a time and lack connection to the character.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Application of movement and body language to portray character	
Confidently and consistently uses well-developed facial expressions, gesture and posture to develop and strengthen the portrayal of the character.	4
Developing the use of facial expressions, gestures and posture that show some aspects of character.	3
Uses simple facial expressions and experiments with gestures and posture that relate to the character.	2
Rarely uses facial expressions, gestures and posture that relate to the character.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Application of improvisation skills to scenario	
Demonstrates confident and consistent development of situation with increased dramatic action and connected ideas.	4
Demonstrates developing awareness of dramatic situation, with growing confidence, and some connections to dramatic action and ideas.	3
Makes simple connections to establish a situation. Makes some attempt at developing dramatic action and ideas.	2
Rarely demonstrates an established situation, with little development of dramatic action and ideas.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Responding to own performance	
Reflects, makes specific observations and responds to own performance using drama vocabulary.	4
Reflects on and responds to own performance with a combination of drama vocabulary and everyday language.	3
Makes simple or general observations about own performance and responds using everyday language.	2
Has difficulty and/or requires assistance reflecting on own performance.	1
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>16</b>

## Making connections across learning environments

### National Quality Standard, Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development

Element 1.1.5 Every child is supported to participate in the program

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Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p><b>Stories</b></p> <p>Expose children to a variety of different texts. Experiment with a variety of techniques to explore the storyline and characters, such as:</p> <ul style="list-style-type: none"><li>• modernising the story</li><li>• starting from the end</li><li>• tableaux (frozen pictures) work</li></ul>	<ul style="list-style-type: none"><li>• Various texts, including big books, so children can see a large image</li><li>• Various different genres of music</li></ul>

## *Jack and the Beanstalk* Improvisation

The character I played was: \_\_\_\_\_

I showed my character through my voice by: \_\_\_\_\_

I showed my character through my body by: \_\_\_\_\_

I showed my character through my face by: \_\_\_\_\_

This is the way I feel about my performance



Two things I know I did well were: \_\_\_\_\_

If I did the improvisation again, I would: \_\_\_\_\_

Self-Reflection