



Sample assessment task	
Year level	8
Learning area	The Arts
Subject	Drama
Title of task	Written response to viewing a digital recording of a live performance or viewing a live performance
Task details	
Description of task	Students will respond to an excerpt of a live performance (digital or in person), 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	<ul style="list-style-type: none"> • Checklist for viewing performances • Proforma for reflective analysis/writing process
Suggested time	One hour
Content description	
Content from the Western Australian Curriculum	<p>Drama Process and the Elements of Drama Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and impact on audience</p> <p>Design and Technology Design and technology to support dramatic impact and audience enjoyment of the theatrical experience</p> <p>Drama Reflections Reflective processes on their own and others' work, the impact on audience responses of the use of the elements of drama in performance and use of specific drama terminology and language</p>
Task preparation	
Prior learning	Students are familiar with improvisation skills and conventions in Drama. Students are also 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 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	Live audience of peers or external audience for performance Interviews will be conducted individually
Resources	<ul style="list-style-type: none"> • Checklist for viewing performances • Proforma for reflective analysis/writing process • List of available (current) live and digital theatre

Instructions to the students

- 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.
- Students review the elements of drama.
- Students review design and technology in performance.
- Students review performance terminology.
- Students use a checklist to reflect on viewed performance.
- Students use a proforma to create written reflection on the viewed performance.

Stimuli

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
- Also some titles are available on YouTube, for example:
 - Samuel Beckett's *'Play'* (24 Hour Cycle): 11:31 a.m. at <https://www.youtube.com/watch?v=Yh3UaIWZlo>
 - History of Butoh – The Performance at <https://www.youtube.com/watch?v=G9VobXb4TJE>
- The National Theatre Live Digital Innovation at <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 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 | <input type="checkbox"/> | Emphasis | <input type="checkbox"/> |
| Tone | <input type="checkbox"/> | Projection | <input type="checkbox"/> |
| Pitch | <input type="checkbox"/> | Rhythm | <input type="checkbox"/> |
| Pause | <input type="checkbox"/> | Articulation | <input type="checkbox"/> |

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

- Movement:**
- | | | | |
|--------------------|--------------------------|-----------|--------------------------|
| Facial expressions | <input type="checkbox"/> | Gait | <input type="checkbox"/> |
| Gesture | <input type="checkbox"/> | Proxemics | <input type="checkbox"/> |
| Posture | <input type="checkbox"/> | Mime | <input type="checkbox"/> |

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

Time:

- Present Past Future Day Night

Space:

- Setting space:** Indoors Outdoors Intricate set Minimal set

- Performance space:** Proscenium arch Theatre in the round Adapted space
 Imaginary space Thrust stage Levels
 Traverse stage

Mood and atmosphere:

What was the overall mood and atmosphere of the play?

Did the mood/atmosphere change during the play? Yes No

Notes

Sample marking key	
Description	Marks
Introduction	
Presents a succinct 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 design elements	
Provides a detailed description of the effectiveness of the design elements.	4
Describes the effectiveness of the design elements.	3
Outlines the effectiveness of the design elements.	2
Recounts the most obvious features of the design elements.	1
Subtotal	4
Description	Marks
Drama terminology and language	
Uses a range of pertinent drama terminology and appropriate language.	3
Some use of pertinent drama terminology and appropriate language.	2
Imprecise and infrequent use of drama terminology; uses general language.	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