



Sample assessment task	
Year level	8
Learning area	The Arts
Subject	Drama
Title of task	Script interpretation based on <i>One Million Tiny Plays About Britain</i> by Craig Taylor
Task details	
Description of task	<p>Students will plan, develop, workshop and present a script interpretation based on a guided reading of a script. The script interpretation will demonstrate effective use of the elements of drama and drama conventions.</p> <p>Students will reflect upon their work in a structured interview. Questions will be reviewed by the student five minutes before the interview, with time to write brief notes.</p>
Type of assessment	Making and 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	Scripted drama Reflective practice
Evidence to be collected	<ul style="list-style-type: none"> • Copies of script • Copies of 'Student booklet for Drama Year 8 task' • Video camera and tripod to record the performances • Copy of protocols for videoing student performances • Copy of interview questions • Digital audio recorder
Suggested time	Eight hours (480 minutes)
Content description	
Content from the Western Australian Curriculum	<p>Voice and Movement Voice and movement techniques for selected drama forms and styles</p> <p>Drama Processes 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 Approaches to characterisation (creating believable characters) Script interpretation of a scene or section through the elements of drama to highlight mood and reinforce selected themes</p> <p>Drama Conventions Drama conventions for selected drama forms and styles</p> <p>Spaces of Performance Stage geography, blocking notation and the impact of proscenium arch stages</p> <p>Design and Technology Design and technology to support dramatic impact and audience enjoyment of the theatrical experience</p>

	<p>Self-Management and Group Management Skills and Processes Effective group work processes (providing constructive feedback) in drama</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>
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Task preparation

Prior learning	Students have previously explored script interpretation and improvisation skills and conventions in Drama. Students should be 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	<ul style="list-style-type: none"> • Students will plan, rehearse and present in class a script interpretation based on one of the script extracts. Performance area should be a maximum of 5 metres by 4 metres and marked with white tape. • Students will have five minutes to make notes on the interview questions. The audio of the interview will be recorded with each individual student. Students will have a maximum of five minutes for all interview questions. Teachers may interrupt student responses to allow time for all questions to be answered. Questions may be repeated, but not paraphrased for students.
Resources	<ul style="list-style-type: none"> • Copies of script • Copies of 'Student booklet for Drama Year 8 task' • Video camera and tripod to record the performances • Copy of protocols for videoing student performances • Copy of interview questions • Digital audio recorder

Instructions to students

Making

Consider, plan, rehearse and present a scene that is based on one of the given scripts and the chosen form and style of naturalism or realism. You will have six hours to plan, rehearse and present your script interpretation, based on a detailed reading of one of the scripts. This includes warm-ups, exploration with your teacher of critical knowledge and skills relevant to the task, and a whole-class discussion of the texts and their dramatic meanings.

For your performance, in pairs, complete the following activities:

- Use the 'Student booklet for Drama Year 8 task' individually and then share your responses with your partner/group.
 - Outline what happens in your chosen script extract.
 - Identify the important moments in the script for your understanding of character/s, mood/s and theme/s.
 - Plan how you will use the elements of drama to present to an audience character/s, mood/s and theme/s.
 - Describe your character's objectives, obstacles and actions.
 - Discuss how you will use design and technology to support your performance.
 - Rehearse how you will use spaces of performance to make meaning for your audience based on your script.
 - Rehearse and notate your script, showing how you will block your performance to communicate character/s, relationships, mood/s and theme/s.
 - Rehearse how you will use the elements of drama to communicate the form and style to an audience; that is, naturalism or realism.
- Present a memorised performance, using appropriate drama conventions. Your performance will be presented in front of the whole class.

Responding

For reflecting on your group's performance:

- describe one example of how you used voice in your performance
- describe one example of how you used movement to communicate your character's objectives
- describe one example of how you used space to communicate your character's obstacles
- describe one example of how you used one of the elements of drama to communicate theme
- describe one part of your blocking that you think worked in terms of your dramatic meaning; explain how it achieved its purpose
- describe one example of how you used design and technology to support the dramatic meaning for your audience.

Stimuli

Taylor, C. (2013). *One Million Tiny Plays About Britain*. London, UK: Bloomsbury Paperbacks.

All of these plays can be performed by any gender. There are a total of 94 plays to choose from. The following scripts are just a sample.

- Play no. 5 *Eric & Dad*
- Play no. 8 *Tom & Jo*
- Play no. 26 *Jean & Joyce*
- Play no. 54 *Lana & David*
- Play no. 64 *Juliette & Paula*

Character profile

Character	Description	Identify evidence from the script
Who am I?		
Where am I?		
What are my objectives/goals?		
What are my actions to achieve my goals?		
What are my obstacles?		
How do I talk?		
How do I walk?		
How do I look?		
How do I feel about myself?		
What do other characters think about me?		

Drama Year 8 student booklet: Script interpretation based on a detailed reading of a script extract

Name	
Identify your chosen script	
Outline what happens in your chosen script.	
Identify the important moments in the script for your understanding of character/s, mood/s and theme/s.	
Plan how you will use the elements of drama to present a realistic/naturalistic interpretation of the text to an audience of character/s, mood/s and theme/s.	
<i>Voice</i>	
<i>Movement</i>	
<i>Time</i>	
<i>Space</i>	
<i>Dramatic tension</i>	

<i>Language/text</i>
<i>Dramatic meaning</i>
<i>Design and technology to support dramatic meaning and performance style</i>
Rehearse how you will use spaces of performance to make meaning for your audience based on your script. Illustrate some of your ideas below.
Rehearse and notate your script showing how you will block your performance to communicate character/s, relationships, mood/s and theme/s. Plan how you will use some of the notions bellow in your blocking script.
<i>Stage geography</i>
<i>Emphasis for particular words or phrases</i>
<i>Tempo of speech or movement</i>

Rehearse how you will use the elements of drama to communicate realism/naturalism to your audience. Outline how you will help your audience understand how dramatic form and style impacts on your approach to performance.
<i>Identify your understanding of realism and/or naturalism</i>
<i>Ways your drama form impacts on your performance (comedy/tragedy)</i>
<i>Ways your drama style (realism or naturalism) impacts on your performance (approach to character, design, use of space, use of voice and movement, relationship with audience)</i>
Present a memorised performance, using appropriate drama conventions. Outline how you will make the most of your rehearsal time to get this performance ready in time.

Sample marking key	
Part 1: Making	
Description	Marks
Voice	
Uses voice techniques creatively, clearly and with some effect to create dramatic meaning.	4
Uses voice techniques purposefully and clearly to create dramatic meaning.	3
Uses voice techniques purposefully and mostly clearly to create dramatic meaning.	2
Uses voice techniques with minimal impact or drama ideas.	1
Subtotal	4
Description	Marks
Movement	
Uses movement techniques creatively, clearly and with some effect to create dramatic meaning.	4
Uses movement techniques purposefully and clearly to create dramatic meaning.	3
Uses movement techniques purposefully and mostly clearly to create dramatic meaning.	2
Uses movement techniques with minimal impact or drama ideas.	1
Subtotal	4
Description	Marks
Spaces of Performance	
Uses performance space creatively, clearly and with some effect to create dramatic meaning.	4
Uses performance space purposefully and clearly to create dramatic meaning.	3
Uses performance space purposefully and mostly clearly to create dramatic meaning.	2
Uses performance space with minimal impact or drama ideas.	1
Subtotal	4
Description	Marks
Character	
Creates an identifiable and well-developed, believable character.	4
Creates a mostly identifiable, believable character.	3
Creates a character with some recognisable features.	2
Creates a superficial character.	1
Subtotal	4
Description	Marks
Script Interpretation	
Uses the elements of drama purposefully and with some effect to interpret the script extract to communicate dramatic meaning.	4
Uses the elements of drama purposefully to interpret the script extract to communicate dramatic meaning.	3
Uses the elements of drama to interpret the script extract for some dramatic meaning.	2
Uses the elements of drama to present a performance of the script extract.	1
Subtotal	4
Description	Marks
Design and Technology	
Uses design and technology creatively, purposefully and with some effect to enhance dramatic meaning.	4
Uses design and technology purposefully to support dramatic meaning.	3
Uses design and technology with some relevance to dramatic meaning.	2
Uses design and technology with no impact on drama ideas.	1
Subtotal	4

Description	Marks
Group processes	
Collaboratively works with others in group or whole-class contexts, with clear evidence of both active listening and problem solving skills.	4
Collaboratively works with others in group or whole-class contexts, with evidence of both active listening and problem solving skills.	3
Collaboratively works with others in group or whole-class contexts, with some evidence of both listening to others and solving problems.	2
With teacher support, works with others, with occasional evidence of listening skills or problem solving.	1
Subtotal	4
Part 1 Total	28

Part 2. Responding	
Description	Marks
Responses to interview prompts	
Uses interview prompts to make clear and precise links between specific performance choices and their effect on dramatic meaning and/or impact on audience.	4
Uses s interview prompts to make clear links between performance choices and their effect on dramatic meaning and/or impact on audience.	3
Uses interview prompts to make links between performance choices and dramatic meaning or audience responses.	2
Inconsistently uses interview prompts to identify performance choices and their effect on drama.	1
Subtotal	4
Description	Marks
Use of drama terminology and language	
Uses a range of generalised drama terminology, with accuracy.	3
Uses generalised drama terminology, with accuracy.	2
Uses generalised drama terminology, mostly with accuracy.	1
Subtotal	3
Part 2 Total	7
Total	35

Checklist for self-management and group-management skills and processes

Checklist	Comments
<p>Listening skills:</p> <ul style="list-style-type: none">• Allows other group members to speak• Contributes and gives feedback in a positive, constructive and non-personal manner• Pays attention and gives respect to other group members	
<p>Problem solving:</p> <ul style="list-style-type: none">• Actively seeks the opinions of others• Looks for ways of utilising the suggestions of others• Stays on task and contributions directly link to the problem	
<p>Safe practices in drama, including backstage management to ensure safe movement:</p> <ul style="list-style-type: none">• Creates a safe emotional environment, allowing others to take risks	

Drama Year 8: Student booklet interview planning sheet

You will have five minutes to read these questions and jot notes in preparation for the interview. The interview will take no more than five minutes so make your responses direct, use drama terminology and specific examples to support your answers. If you cannot answer a question, your teacher will move on to the next question. Your teacher may repeat a question for you, but will not paraphrase a question if you don't know what the question means.

Describe one example of how you used voice in your performance.
Describe one example of how you used voice to communicate character.
Describe one example of how you used movement to communicate character.
Describe one example of how you used space to communicate mood.
Describe one example of how you used one of the elements of drama to communicate theme.
Describe one part of your blocking that you think worked in terms of your dramatic meaning. Explain how it achieved its purpose.
Describe how you would use one aspect of design and technology (lighting, music/sound, costume, props, or staging) to support the dramatic meaning for your audience.