



Assessment task	
Year level	4
Learning area	The Arts
Subject	Drama
Title of task	Rock the sock
Task details	
Description of task	Students will design and create a sock puppet. As a group, the students will create and rehearse a puppet play, which focuses on a moral message, which will be performed to a younger year group.
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none"> To identify student's ability to design and create a sock puppet that demonstrates creativity and imagination. To identify student's ability to create an appropriate voice for character. To identify student's ability to demonstrate puppet manipulation and movement. To identify student's ability to create a storyline for the appropriate target audience, with a clear moral message and beginning, middle and end. To identify student's ability to work collaboratively within a group. 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 written 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 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) when creating improvised or devised drama

	<p>Improvisation skills (working with complications) to develop 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>
Task preparation	
Prior learning	<p>Students have had experience in creating their own improvisation and devised pieces, whilst focusing on the eight elements of drama that have been taught to this year level.</p> <p>They have also begun to experiment with selected forms and styles, whilst experiencing drama from a range of cultures, times and locations. They are continuing through Primary school to develop effective use of rehearsal processes, in order to engage their audience.</p> <p>Students have been both the performer and audience member and have had opportunities to develop their reflective skills, use drama terminology and practise audience etiquette.</p>
Assessment differentiation	<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>
Assessment task	
Assessment conditions	Group performances and individual self/peer reflections
Resources	<ul style="list-style-type: none"> • Children's Theatre envelopes with cards • Selection of hand puppets or a sock (one per student) • Sticky notes • Puppet images (electronic or hard copy) • Hand out for puppet design and planning of story line • Large amount of resources for puppet creation

Instructions for teacher

Give students access to a range of puppetry images to use as inspiration for creating their own puppet designs. Model how voice can be used effectively in order to show different emotion, tone and meaning.

Ask students to brainstorm ideas, listen to each other and collaboratively create a storyline with a clear moral message. Using their knowledge of the features of Children's Theatre, students create their own puppet play for the specific target audience.

Watch a selection of performances and give explicit feedback. Self-reflect by setting short-term goals to achieve throughout the summative assessment. Provide critical feedback throughout the rehearsal process to allow students to achieve a more polished performance, utilising skills and concepts covered.

Instructions to students

Your task is to design and create a sock puppet and, as a group, you will also create and rehearse a puppet play. Your puppet play must focus on a moral message and you will perform your play to a younger year group.

Marking key	
Description	Marks
Ideas – Uses effective communication skills to create and plan the performance, which caters for the given target audience.	
Works collaboratively with the group, sharing ideas and listening to others, whilst effectively considering the target audience.	4
With prompting, cooperates with the group members, sharing some ideas and mostly listening to others, whilst considering some aspects of how to engage the target audience.	3
Requires strong support to work effectively as part of a group.	2
Subtotal	4
Description	Marks
Skills – Uses an understanding of structure to portray a moral message.	
Creates a devised piece with an imaginative and distinct structure, which clearly portrays the moral message.	3
Creates a devised piece that demonstrates a satisfactory level of understanding of structure and presents the moral message with some level of clarity.	2
With assistance, creates a devised piece that shows basic understanding of structure and the message.	1
Subtotal	3
Description	Marks
Skills – Uses creativity and technique to create and design a sock puppet.	
Designs a creative puppet, using many imaginative ideas to create a well-made and high quality puppet.	3
Designs and creates an imaginative puppet, with some thought given to the materials used and puppet-making techniques.	2
Designs and creates a basic puppet with ongoing assistance.	1
Subtotal	3
Description	Marks
Skills and Performance – Uses exaggerated voice in order to create character.	
Successfully uses a range of voice techniques to show emotion, character and relationships towards others.	3
Successfully uses some voice techniques to show an element of characterisation.	2
Uses basic voice techniques to show an element of characterisation.	1
Subtotal	3

Description	Marks
Skills and Performance – Uses exaggerated movement and manipulation in order to create character.	
Successfully manipulates and moves the puppet to show emotion, character and relationships towards others.	3
Successfully uses some manipulative and movement techniques to show an element of characterisation.	2
Uses basic manipulative and movement techniques to show an element of characterisation.	1
Subtotal	3
Description	Marks
Response – Uses drama terminology and examples to evaluate own self and peer performances.	
Reflects on the performance of oneself and others' in detail, using drama terminology and specific examples to support ideas.	3
Reflects on the performance of oneself and others', using some drama terminology and few examples to support ideas.	2
With prompting, makes general comments on the performance.	1
Subtotal	3
Total	19