Assessment Task for Stage 5: Year 10

Subject: Drama

Assessment Task No. 1

Date: Term 2, Week 2/3 2016
6th May, 10th May

THIS TASK NOTIFICATION CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Instructions

- The performance is an in-class task, which will be completed during your lesson on the due date. You need to be ready to perform on all of the days above as students will be randomly selected.
- This cover sheet must be attached to the task.
- Submit the Information Report and hand it to your teacher on the first day of the due dates above. You will sign a class list to confirm submission.
- Penalty for late submission of an assessment task
  - Assessments submitted after the lesson on the due date will immediately receive a Thursday Workshop (2 hours) during which time the task will be completed and submitted, pending parental note.
- A student who fails to present / perform at the allocated time will be given a Tuesday detention and a revised date for the presentation / performance

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed

5.1.1 A student manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.3 A student devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 A student explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1 A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 A student selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3 A student employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1 A student responds to, reflects on and **evaluates** elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

**Student Confirmation**

By handing the task in for assessment, I agree that:

1. I did this work.
2. I know that this work may be checked to make sure that it is **my** work.
3. I can use things that other people have written and said but I must tell the reader/viewer when I do this.
4. If I don’t do the work myself and use other people’s work and pretend that this is mine this is called **plagiarism** and I will have to redo the task.
5. I have a **copy** of this assessment if the original is lost or stolen.

Student’s signature: _______________________________ Date: ______________
TASK DETAILS

1. Description of the Task

Imagine you have been employed as a Dramatist by NIDA (The National Institute of Dramatic Art) to help teach NIDA’s first year acting students about the dramatic style of Realism and the techniques of Stanislavski’s System as developed by the Russian Drama theorist and practitioner, Constantin Stanislavski.

Your task has two parts:

Part A: Individual Report  
Part B: Individual Performance

Part A: Information Report

As the NIDA (National Institute of Dramatic Art) program aims to teach the students about the dramatic form of Realism and the techniques of Stanislavski’s method acting, you have been asked to create an Information Report which analyses Stanislavski’s System (Report Criteria: 101, 201, 301, 401, 901).

You need to:
- Individually research Stanislavski as a theatrical practitioner
- Analyse Stanislavski’s dramatic techniques, theatrical conventions and performance style.

Follow the scaffold below to write your Information Report:

Purpose: What is an Information Report?
An information report provides factual information about a class of things, usually by classifying them, and then describing their characteristics.

Structure: What goes into an Information Report?
- Opening statement that identifies and classifies the topic.
- A series of paragraphs where each paragraph provides information about a different part of the topic.
- A concluding paragraph that summarises the contents of the report.

A bibliography must be included with your Information Report. This must follow the College guidelines as outlined in the College Student Diary.

Your Information Report must use:
- A variety of simple, compound and complex sentences
- Correctly structured paragraphs.
- Subject specific terminology

The word limit of the Information Report is 800 words.
STANISLAVSKI’S SYSTEM: INFORMATION REPORT SCAFFOLD

Opening Statement
- Identifies and classifies the topic.
- You will present information about Stanislavski as a theatrical practitioner including:
  - when he worked.
  - where he worked.
  - what were his ideas and philosophy about theatre and acting.
  - who he worked with and how they influenced him.
  - how his philosophy and techniques influenced ideas about acting.

Series of Paragraphs
- Each paragraph provides information about different aspects of the topic.
- You will analyse three aspects of the topic including:
  1) The dramatic techniques used in Stanislavski’s System of actor training (later known as Method Acting).
     You need to cover each of the following dramatic techniques:
     - The Given Circumstances
     - Units and Beats - the score
     - The Magic If
     - Objectives
     - Obstacles
     - Emotion Memory
  2) The theatrical conventions used in Stanislavski’s System of actor training:
     - Analyse the impact Stanislavski’s Fourth Wall has on the relationship between:
       - Actor/actor
       - Actor/director
       - Actor/audience
  3) The style of Realism which Stanislavski explored:
     - Define the style in terms of its historical context
     - Identify how the style manipulates the elements of drama
     - Analyse how Stanislavski’s System assists the actor to create a truthful performance.

Concluding Paragraph
- Summarise the contents of the report about Stanislavski’s system succinctly and concisely.
Part B: The Individual Performance

In this Individual Performance, you are asked to create a dimensional character and lead the audience to understand and empathise with the truth of the character’s world (Report Criteria 501, 601, 701, 801).

You need to:
- Individually deliver a monologue performance of 6 minutes duration.
- Briefly explain the application of Method Acting techniques used within the performance at the conclusion of the performance.

The Individual Performance:
The Individual Performance must reflect Stanislavski’s System of acting and the style of Realism. In doing this, you must:

- Apply the Elements of Drama to interpret and enact scripted dialogue appropriately.
- Apply performance style and theatrical conventions appropriately.
- Create and consistently sustain a dimensional character with distinctive qualities.
- Apply acting and performance techniques appropriately to create an engaging and coherent work that communicates meaning.

The Individual Performance must be performed:
- Without script.
- Without music or sound effects beyond those created by you onstage.
- In costume which has been created by you. This costume must be inventive, symbolic and interpretive of the themes of the piece (the costume must be sourced by yourself and NOT obtained from the Drama Department).

Selecting and editing a script to perform:
- Choose a monologue from the selection offered by the teacher OR find a monologue of your own – using books, plays or internet. (Note: if you find your own Monologue, you must show it to the teacher for approval)
  OR
- Use a monologue that is an extract from a play and adapt it to create a complete theatrical concept.
  OR
- Add or edit a longer script to make it suit your performance.
  OR
- Take dialogue from one character from different sections of a full play and place them together to create a monologue which tells the story of the play through your character.

You must wear Drama blacks for your performance.
**Subject Specific Terminology**

**Emotion memory** – The actor recalls emotion from real life to bring the character’s emotion to life.

**Dimensional character** - a character that has several layers and whose actions are linked to psychology

**Gesture** - the movements you do with your hands, to convey action and emotion

**Given circumstances** – The who, what, when, where and why of a scene

**Magic If** - The question asked by the actor to discover possibilities within a scene

**Monologue** - A single character delivers dialogue addressing another character and/or audience

**Objective** - What the character wants to achieve

**Obstacle** - What gets in the way of the character’s objective.

**Realism** - A theatrical style which attempts to recreate life realistically on stage.

**Units** - where a script is sectioned and contains one key tone or intention

**Beats** - a moment in a character’s life

**Suspension of disbelief** - the audience’s process for believing the action on stage

**The Fourth Wall** - the invisible wall between the actors and the audience

---

2. **Classroom Learning:**

Students will be prepared to effectively complete this task through:

- **Learning to:**
  - Use appropriate vocal projection, expression and articulation
  - Convey emotions through their vocal tone
  - Use blocking to enhance their performance

- **Learning about:**
  - Stanislavski’s system of actor training – given circumstances, objectives, obstacles, intentions, muscular and emotional memory, and magic if.

- **Literacy requirements:**
  - Writing in the form of a logbook
  - Conducting research and writing an information report

**Glossary terms**

- **Analyse**: identify components and the relationship between them. Draw out and relate implications.
- **Apply**: use, utilise in a particular situation
- **Describe**: provide characteristics and features
- **Identify**: recognise and name
<table>
<thead>
<tr>
<th>Grade</th>
<th>E: Elementary Achievement</th>
<th>D: Basic Achievement</th>
<th>C: Sound Achievement</th>
<th>B: High Achievement</th>
<th>A: Excellent Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:</td>
<td>Write a text using one of the different types of sentences.</td>
<td>Write a text using at least two simple, compound and/or complex sentences.</td>
<td>Write a text using a variety of simple, compound and/or complex sentences.</td>
<td>Write a text using a variety of correctly structured simple, compound and/or complex sentences.</td>
<td>Write a text using an appropriate variety of correctly structured simple, compound and/or complex sentences.</td>
</tr>
<tr>
<td>201:</td>
<td>Write some sentences on a topic with assistance</td>
<td>Write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>Write some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>Write some paragraphs within a text which have a topic sentence and more than one other accurately structured sentence providing supporting detail</td>
<td>Write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences providing supporting detail</td>
</tr>
<tr>
<td>301:</td>
<td>Write an information report which has an introduction, at least one paragraph to present some facts about a topic and a concluding paragraph</td>
<td>Write an information report which has an introduction, at least one paragraph to present some facts about a topic and a concluding paragraph</td>
<td>Write an information report which has an introduction, presents some relevant information in a series of paragraphs and has a concluding paragraph that summarises the report</td>
<td>Write an information report which has a clear introduction, presents relevant information organised in a series of structured paragraphs and has a concluding paragraph that summarises the report</td>
<td>Write an information report which has a clear introduction, presents detailed relevant information organised in a series of structured paragraphs and has a concluding paragraph that summarises the report</td>
</tr>
<tr>
<td>401:</td>
<td>Use at least one subject specific term with assistance</td>
<td>Use at least one subject specific term</td>
<td>Use some subject specific terminology correctly</td>
<td>Use most subject specific terminology correctly</td>
<td>Use subject specific terminology consistently and correctly</td>
</tr>
<tr>
<td>901:</td>
<td>Describe a dramatic technique or theatrical convention of a drama practitioner</td>
<td>Describe some of the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
<td>Analyse some of the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
<td>Analyse most of the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
<td>Analyse the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
</tr>
<tr>
<td>501:</td>
<td>Apply an element of drama to enact some scripted dialogue</td>
<td>Apply some of the elements of drama to enact some scripted dialogue within a dramatic form</td>
<td>Apply some of the elements of drama to interpret and enact scripted dialogue appropriately within a dramatic form</td>
<td>Apply most of the elements of drama to interpret and enact scripted dialogue appropriately within a dramatic form</td>
<td>Apply the elements of drama to interpret and enact scripted dialogue appropriately within a dramatic form</td>
</tr>
<tr>
<td>601:</td>
<td>Apply aspects of performance style or theatrical conventions appropriately within a dramatic form</td>
<td>Apply aspects of performance style and theatrical conventions appropriately within a dramatic form</td>
<td>Apply performance style and some theatrical conventions within a dramatic form</td>
<td>Apply performance style and most theatrical conventions appropriately within a dramatic form</td>
<td>Apply performance style and theatrical conventions appropriately within a dramatic form</td>
</tr>
<tr>
<td>701:</td>
<td>Create a character</td>
<td>Create some developed characterisation</td>
<td>Create and mostly sustain developed characterisation</td>
<td>Create and sustain dimensional characterisation with distinctive qualities</td>
<td>Create and consistently sustain dimensional characterisation with distinctive qualities</td>
</tr>
<tr>
<td>801:</td>
<td>Apply an acting and performance</td>
<td>Apply some acting and performance</td>
<td>Appropriately apply some acting and</td>
<td>Appropriately apply acting and performance</td>
<td>Appropriately apply acting and</td>
</tr>
<tr>
<td>technique to create a work</td>
<td>techniques to create a work</td>
<td>performance techniques to create a work that communicates meaning</td>
<td>techniques to create a coherent work that communicates meaning</td>
<td>performance techniques to create an engaging and coherent work that communicates meaning</td>
<td></td>
</tr>
</tbody>
</table>