### Assessment Task for Stage 6: Preliminary

**Subject:** Drama

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Part B: Playbuilding Logbook</td>
<td>Part B:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Playbuilding Logbook 10%</td>
</tr>
</tbody>
</table>

**Weighting:**
- Part A: Playbuilding Performance 10%
- Part B: Playbuilding Logbook 10%

### Submission Instructions
- The performance will take place in class on the due date.
- You will be asked to complete a self-assessment in class immediately following your performance. You will submit the logbook by handing to your teacher and signing a class list during your lesson on the due date.
- This cover sheet must be attached to the logbook.
- Penalty for non-attendance on day of assessment or late submission of logbook
  - **Non-attendance** on the day of assessment or **logbooks submitted** after the due date **will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.**
  - **Non-attendance** on the next lesson following the assessment or **logbooks submitted** after 9.00am on the next day will receive a zero mark pending Illness/Misadventure certification.

### 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

- **P1.1: Develop** acting skills in order to adopt and sustain a variety of characters and roles
- **P1.2: Explore** ideas and situations, expressing them imaginatively in dramatic form
- **P1.3: Demonstrates** performance skills appropriate to a variety of styles and media
- **P1.4: Understands, manages** and **manipulates** theatrical elements and elements of production, using them perceptively and creatively
- **P1.5: Understands, demonstrates** and **records** the process of developing and refining ideas and scripts through to performance
- **P1.6: Demonstrates** directorial and acting skills to communicate meaning through dramatic action
- **P1.7: Understands** the collaborative nature of drama and theatre and **demonstrates** the self-discipline needed in the process of collaboration
- **P1.8: Recognises** the value of individual contributions to the artistic effectiveness of the whole
- **P2.1: Understands** the dynamic of actor-audience relationship
P2.2: **Understands** the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3: **Demonstrates** directorial and acting skills to communicate meaning through dramatic action

P2.4: **Performs** effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

P2.5: **Understands** and **demonstrates** the commitment, collaboration and energy required for a production

P2.6: Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

P3.1: **Critically appraises** and **evaluates**, both orally and in writing, personal performances and the performances of others

P3.2: **Understands** the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

**Student Confirmation**

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made and a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: _______________________________ Date: _______________
1. **Description of the Task**

   *As part of an actors ensemble, you are asked to devise, rehearse and perform a group-devised playbuilding performance based on a stimulus.*

   This assessment is comprised of two parts:
   - **Part A:** Playbuilding Performance.
   - **Part B:** Playbuilding Logbook.

**PART A: Playbuilding Performance:**

You need to work within a group of 3-4 people and create a group-devised playbuilding performance. You will need to demonstrate a **clear intention and concept** through use of the elements of drama and performance conventions based on *one* of the topics from the list below:

- Fossils
- Kaleidoscope
- Running On Empty
- Standing Still
- Full Circle
- Throwaway

The structure of your performance can be either a *collage, narrative, linear or non-linear* piece.

Your playbuilding performance must demonstrate the following:

- **Performance skills appropriate to the style or form including:**
  - vocal dynamics: projection, clarity, tone, pitch, pace
  - movement dynamics: control, energy, spatial awareness
  - timing: control of delivery, responses to cues, awareness of rhythms.

- **Sustaining and developing role/character including:**
  - belief/conviction/energy
  - complexity/dimension
  - interaction with other characters or roles
  - focus.

- **Structure and dramatic coherence including:**
  - effective use of dramatic elements and performance conventions
  - performance as part of an ensemble
  - establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
  - demonstration of innovation, flair and integrity in the dramatic work
  - effective use of the space in the context of the performance style.

The performance must be **8-10 minutes** in duration.

**You must perform in your Drama blacks.**
PART B:  Playbuilding Logbook:

You must individually create and submit an individual logbook which records, describes and evaluates the process of devising the group performance.

- The Logbook is to be an active, dynamic document where you undertake the thinking about the playbuilding project. It needs to include both written and visual text.
- You must do an entry in the logbook for every workshop session you have, including lessons and any additional rehearsals held. The Logbook is an ongoing document which should be updated regularly.

In your Playbuilding Logbook, you will be assessed on your ability to:

- **Outline & explain** ideas shared between group members.
- **Recount** and **critically evaluate** the process of developing your performance.
- **Critically evaluate** your own and your group members’ contribution to the group-devising process.
- **Clearly explain** the character/s you play and the techniques you used to develop them.
- **Synthesise** research and **critically evaluate** how your research contributed to your playbuilding.
- **Explain and justify** staging, and any use of costume and props.
- **Critically evaluate** the final performance product. This will be done immediately after the performance.
- Use subject specific terminology consistently and accurately.

**Subject Specific Terminology**

- **Blocking** Where and how you move on stage
- **Collage** A performance based around a central theme, with different episodic scenes.
- **Dramatic techniques** Techniques used to enhance a performance
- **Elements of drama** The building blocks of a dramatic performance
- **Linear** A performance that follows a storyline, in a chronological order
- **Mannerism** A particular habit of a character
- **Non-linear** A performance that has a story, but does not follow in a chronological order
- **Physicalisation** The particular way in which a character stands, sits and moves
- **Playbuilding** Creating a performance through group-work
- **Staging** The way in which the actors use the stage
- **Transitions** The way in which actors move between scenes in a smooth way

2. **Classroom Learning:**

Students have been prepared to effectively complete this task through:

- Learning to:
  - Create a playbuilding performance using the elements of drama, dramatic techniques and transitions.
  - Develop a logbook

- Learning about:
  - The different structures of Playbuilding
  - Elements of drama
- Elements of Production
- Dramatic techniques
- Character
- Transitions

- Literacy requirements
  - Writing in the form of a logbook
  - Subject specific terminology in creating and evaluating a playbuilding piece.

**Glossary terms:**

**Critically evaluate** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to evaluation

**Demonstrate** To show by example

**Evaluate** Make a judgement based on criteria. Determine the value of.

**Explain** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Justify** To make clear the reasoning behind a decision

**Outline** Sketch in general terms; indicate the main features of

**Recount** Retell a series of events

**Synthesise** Putting together various elements to make a whole
Improvisation, Playbuilding & Acting

<table>
<thead>
<tr>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Rank</td>
</tr>
</tbody>
</table>

**NAME:**

**Year 11 Drama: Assessment Task One:**

<table>
<thead>
<tr>
<th>Mark</th>
<th>/ 30</th>
</tr>
</thead>
</table>

**Performance skills**

Through the completion of this group performance, you have:

<table>
<thead>
<tr>
<th>RANK</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Achievement</td>
<td>1-2</td>
<td>Basic Achievement</td>
<td>3-4</td>
<td>Sound Achievement</td>
<td>5-6</td>
</tr>
<tr>
<td>• Displayed at least one performance skill of vocal dynamics and/or movement dynamics and/or timing.</td>
<td>• Demonstrated some performance skills of vocal dynamics, movement dynamics and timing.</td>
<td>• Demonstrated performance skills, including: vocal dynamics, movement dynamics and timing.</td>
<td>• Effectively demonstrated performance skills, including: vocal dynamics, movement dynamics and timing.</td>
<td>• Effectively demonstrated appropriate performance skills, including: vocal dynamics, movement dynamics and timing.</td>
<td></td>
</tr>
</tbody>
</table>

**Character**

Through the completion of this group performance, you have:

<table>
<thead>
<tr>
<th>RANK</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Achievement</td>
<td>1-2</td>
<td>Basic Achievement</td>
<td>3-4</td>
<td>Sound Achievement</td>
<td>5-6</td>
</tr>
<tr>
<td>• Displayed one aspect of a role/character</td>
<td>• Demonstrated some aspects of a role/character</td>
<td>• Demonstrated the realisation of a defined role/character</td>
<td>• Demonstrated the realisation and sustaining of a defined role/character</td>
<td>• Effectively demonstrated appropriate realisation and sustaining of a defined role/character</td>
<td></td>
</tr>
<tr>
<td>• Displayed one moment of interaction with other role/characters in the performance.</td>
<td>• Demonstrated some moments of interaction with other roles/characters in the performance.</td>
<td>• Demonstrated interaction with other roles/characters in the performance.</td>
<td>Effectively demonstrated interaction with other roles/characters in the performance.</td>
<td>• Effectively demonstrated appropriate interaction with other roles/characters in the performance.</td>
<td></td>
</tr>
</tbody>
</table>

**Structure and dramatic coherence**

Through the completion of this group performance, you have:

<table>
<thead>
<tr>
<th>RANK</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Achievement</td>
<td>1-2</td>
<td>Basic Achievement</td>
<td>3-4</td>
<td>Sound Achievement</td>
<td>5-6</td>
</tr>
<tr>
<td>• Displayed at least one aspect of an intention through the use of the elements of drama and/or performance conventions.</td>
<td>• Demonstrated some aspects of an intention through the use of the elements of drama and performance conventions.</td>
<td>• Demonstrated an intention through the use of the elements of drama and performance conventions.</td>
<td>• Demonstrated a clear intention through the effective use of the elements of drama and performance conventions.</td>
<td>• Demonstrated a clear intention through the appropriate and effective use of the elements of drama and performance conventions.</td>
<td></td>
</tr>
<tr>
<td>Displayed some ability to work as a part of an ensemble in part of the performance</td>
<td>Demonstrated some ability to work as part of an ensemble.</td>
<td>Demonstrated the ability to work as part of an ensemble.</td>
<td>Effectively demonstrated the ability to work as part of an ensemble.</td>
<td>Effectively demonstrated the ability to work appropriately as part of an ensemble</td>
<td></td>
</tr>
<tr>
<td>Displayed a performance with at least one aspect of theatrical coherence and/or one aspect of an actor/audience relationship.</td>
<td>Demonstrated a performance with some theatrical coherence and some aspects of an actor/audience relationship.</td>
<td>Demonstrated a performance with theatrical coherence and an actor/audience relationship.</td>
<td>Demonstrated a theatrically coherent performance with a developed actor/audience relationship.</td>
<td>Demonstrated a theatrically coherent performance with a well developed actor/audience relationship.</td>
<td></td>
</tr>
<tr>
<td>Displayed some use of space in the context of the performance style in part of the performance</td>
<td>Demonstrated some use of space in the context of the performance style.</td>
<td>Demonstrated the use of space in the context of the performance style.</td>
<td>Demonstrated an effective use of space in the context of the performance style.</td>
<td>Demonstrated an appropriate and effective use of space in the context of the performance style.</td>
<td></td>
</tr>
</tbody>
</table>
**LOGBOOK:** Through the completion of this Logbook, you have demonstrated the ability to:

<table>
<thead>
<tr>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Achievement</strong> 1-4</td>
<td><strong>Basic Achievement</strong> 5-8</td>
<td><strong>Sound Achievement</strong> 9-12</td>
<td><strong>High Achievement</strong> 13-16</td>
<td><strong>Excellent Achievement</strong> 17-20</td>
</tr>
<tr>
<td>Outline and/or explain one idea</td>
<td>Outline and explain at least one idea shared between group members</td>
<td>Outline &amp; explain some ideas shared between group members</td>
<td>Outline &amp; explain ideas shared between group members</td>
<td>Outline &amp; explain in detail ideas shared between group members</td>
</tr>
<tr>
<td>Recount the development process</td>
<td>Recount and explain some of the development process</td>
<td>Recount and evaluate some of the development process</td>
<td>Recount and evaluate the development process</td>
<td>Recount and critically evaluate in detail the development process</td>
</tr>
<tr>
<td>Explain your own or your group members contribution to the group-devising process</td>
<td>Explain your own and group members contribution to the group-devising process</td>
<td>Evaluate some of your own and group members’ contribution to the group-devising process</td>
<td>Evaluate your own and group members’ contribution to the group-devising process</td>
<td>Critically evaluate your own and group members’ contribution to the group-devising process</td>
</tr>
<tr>
<td>Explain an aspect of the character or a technique used to develop them</td>
<td>Explain some of the character or techniques used to develop them</td>
<td>Explain some of the character and techniques used to develop them</td>
<td>Explain the character and techniques used to develop them</td>
<td>Clearly explain the character and techniques used to develop them</td>
</tr>
<tr>
<td>Synthesise at least one aspect of how your research contributed to your playbuilding</td>
<td>Synthesise and evaluate at least one way your research contributed to your playbuilding</td>
<td>Synthesise and evaluate some ways your research contributed to your playbuilding</td>
<td>Synthesise and evaluate how your research contributed to your playbuilding</td>
<td>Synthesise and critically evaluate how your research contributed to your playbuilding</td>
</tr>
<tr>
<td>Outline some aspects relating to staging, costume and props where applicable</td>
<td>Describe aspects of staging, costume and props where applicable</td>
<td>Explain staging, costume and props where applicable</td>
<td>Explain and justify staging, costume and props where applicable</td>
<td>Explain and justify in detail staging, costume and props where applicable</td>
</tr>
<tr>
<td>Outline aspects of the performance product</td>
<td>Describe aspects of the final performance product</td>
<td>Evaluate some aspects of the final performance product</td>
<td>Evaluate the final performance product</td>
<td>Critically evaluate in detail the final performance product</td>
</tr>
<tr>
<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>
</tbody>
</table>