Assessment Task for Stage 5: Year 10
Subject: Drama


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

Submission 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.
- Immediately after your performance you will be required to complete a self-assessment in your Logbook. You will then immediately submit the logbook to the class teacher.
- The assessment task and assessment criteria sheets must be glued into the logbook.
- Submit the Information Report in your logbook, 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 a note from parents explaining the absence.

Outcomes being assessed

5.1.1 A student manipulate 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 may 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
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*
     - *Intention*
     - *Working from the Inside*
     - *The Magic If*
     - *Objectives*
     - *Obstacles*
     - *Motivation*
     - *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
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>Excellent Achievement</th>
<th>High Achievement</th>
<th>Sound Achievement</th>
<th>Basic Achievement</th>
<th>Elementary Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:</td>
<td>Write a text using an appropriate variety of correctly structured 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 a variety of simple, compound and/or complex sentences.</td>
<td>Write a text using at least two simple, compound and/or complex sentences.</td>
<td>Write a text using one of the different types of sentences.</td>
</tr>
<tr>
<td>201:</td>
<td>Write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences 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 some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>Write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>Write some sentences on a topic with assistance</td>
</tr>
<tr>
<td>301:</td>
<td>Write a 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>
<td>Write a report which has a clear introduction, presents relevant information in a series of paragraphs and has a concluding paragraph that summarises the report</td>
<td>Write a 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 a report which has an introduction, at least one paragraph to present some facts about a topic and a concluding paragraph with assistance</td>
<td>Write a report which has an introduction, at least one paragraph to present some facts about a topic and a concluding paragraph</td>
</tr>
<tr>
<td>401:</td>
<td>Use subject specific terminology correctly</td>
<td>Use some subject specific terminology correctly</td>
<td>Use at least one subject specific term correctly</td>
<td>Use at least one subject specific term with assistance</td>
<td>Use at least one subject specific term</td>
</tr>
<tr>
<td>901:</td>
<td>Describe 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 some of the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
<td>Describe some of the dramatic techniques, theatrical conventions and performance style of a drama practitioner</td>
<td>Describe a dramatic technique or theatrical convention of a drama practitioner</td>
</tr>
<tr>
<td>501:</td>
<td>Apply 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 some of the elements of drama to interpret and enact scripted dialogue appropriately within a dramatic form</td>
<td>Apply some of the elements of drama to enact some scripted dialogue within a dramatic form</td>
<td>Apply an element of drama to enact some scripted dialogue</td>
</tr>
<tr>
<td>601:</td>
<td>Apply performance style and theatrical conventions appropriately within a dramatic form</td>
<td>Apply performance style and most theatrical conventions appropriately within a dramatic form</td>
<td>Apply performance style and some 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 aspects of performance style or theatrical conventions appropriately within a dramatic form</td>
</tr>
<tr>
<td>701:</td>
<td>Create and sustain dimensional characterisation with distinctive qualities</td>
<td>Create and mostly sustain developed characterisation</td>
<td>Create and mostly sustain developed characterisation</td>
<td>Create some developed characterisation</td>
<td>Create a character</td>
</tr>
<tr>
<td>801:</td>
<td>Appropriately apply acting and performance</td>
<td>Appropriately apply acting and performance</td>
<td>Appropriately apply some acting and performance</td>
<td>Appropriately apply some acting and performance</td>
<td>Apply an acting and performance</td>
</tr>
</tbody>
</table>

Through the completion of this task, you have demonstrated the ability to:
| technique to create a work | techniques to create a work | performance techniques to create a work that communicates meaning | techniques to create a coherent work that communicates meaning | performance techniques to create an engaging and coherent work that communicates meaning |