Drama Stage 5 (Year 9) – sample assessment task

Screen play – group-devising through short film

# Drama Stage 5 (Year 9) – Screen play – sample assessment task

**Outcomes being assessed**

A student:

* **DR5-MAK-01** creates and refines meaning through experimentation with dramatic processes
* **DR5-MAK-02** selects and applies dramatic elements to create and refine works and experiences through dramatic contexts
* **DR5-PER-01** applies and adapts performance skills and dramatic processes to communicate intention and meaning
* **DR5-APP-02** evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

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# Task description

## Part A – short film and showcase

This group task is an opportunity for you to work independently and collaboratively as you devise and showcase a short film. You will work in a small film crew to create and produce a short film in response to the stimulus ‘orange’. You and each member of your group will contribute through a variety of filmmaking roles, which include writing, directing, acting, cinematography, production design, editing and promotion. Your short film must be:

* based on a group-devised idea
* 2 to 5 minutes in length
* rated PG
* made using safe, creative and critical, and collaborative devising processes.

You will also work as a class, using safe, creative and critical processes, to showcase your completed film(s) for an audience through a screening event.

## Part B – documentation of individual contributions to short film and showcase

This individual documentation is an opportunity for you to show evidence of your contributions during the filmmaking phases of development, pre-production, production and post-production. Throughout these short film phases, you and your film crew will collaboratively document your process. Within this shared production diary, you will each individually reflect on how you experimented with, created and refined meaning in your short film. You will also evaluate how you manipulated dramatic elements to influence your audience. Specific reflection and evaluation questions are included in your production diary and need to be individually completed and submitted.

# Assessment rubric

Table 1 – Part A assessment rubric – short film and showcase

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome | A | B | C | D | E |
| DR5-MAK-01 creates and refines meaning through experimentation with dramatic processes | I can effectively experiment with collaborative and devising processes to create and refine meaning in a short film. | I can experiment with collaborative and devising processes to create and refine meaning in a short film. | I can apply collaborative processes to create meaning in a short film. | I can use collaborative processes and/or make meaning. | I can use very limited collaborative processes. |
| DR5-PER-01applies and adapts performance skills and dramatic processes to communicate intention and meaning | I can apply and adapt performance skills with sustained control to effectively communicate intention and meaning in a short film.I can apply and adapt safe, and creative and critical processes to effectively communicate meaning in a short film showcase. | I can apply and adapt performance skills to communicate intention and meaning in a short film.I can apply and adapt safe, and creative and critical processes to communicate meaning in a short film. | I can apply performance skills to communicate meaning.I can apply safe, and creative and critical processes to communicate meaning in a short film. | I can use performance skills and/or safe, and creative and critical processes to communicate meaning. | I can use very limited performance skills or dramatic processes to communicate. |

Table 2 – Part B assessment rubric – documentation of individual contributions to short film and showcase

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome | A | B | C | D | E |
| DR5-MAK-02selects and applies dramatic elements to create and refine works and experiences through dramatic contexts | I can effectively select and apply elements of drama and production appropriate to short film when creating and refining a group-devised work. | I can select and apply elements of drama and production appropriate to short film when creating and refining a group-devised work. | I can select and apply elements of drama and production when creating a group-devised work. | I can select and/or use basic elements of drama and/or production and/or make a group-devised work. | I can select or use very limited elements of drama or production. |
| DR5-APP-02evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts | I can effectively evaluate how elements of drama, performance and production are manipulated to influence audience response appropriate to short film. | I can evaluate how elements of drama, performance and production are applied to influence audience response in a short film. | I can explain how elements of drama, performance and production are used to influence audience response. | I can describe dramatic elements and/or audience response. | I can outline some dramatic elements, audience response or dramatic meaning. |

# References

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