Drama Stage 5 (Year 9) – sample assessment task

Nothing is neutral – designing for theatre

# Drama Stage 5 (Year 9) sample assessment task – Nothing is neutral – designing for theatre

**Outcomes being assessed**

A student:

* **DR5-APP-02** evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts
* **DR5-MAK-01** creates and refines meaning through experimentation with dramatic processes
* **DR5-PER-02** manipulates dramatic elements to stage works and influence audience response through dramatic contexts

[Drama 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

## Task description

### Part A – documenting process and applying feedback

This documentation box is an opportunity for you to show how you experiment with dramatic processes to evaluate and refine your design ideas. Throughout this unit, you will collect documents, images and other items related to the development of your design concept. You will store these in a box (physical or digital). The cover or lid of the box should include a short summary of your concept, also known as a design concept statement. Documentation in your box may include annotated scripts, descriptions, photographs, sketches, diagrams, material samples, video and/or sound bites. Throughout the design process, document the evolution of your thinking and design ideas, as you respond to and apply peer feedback about your creative choices. You could do this by annotating your documentation to show how you generated, evaluated and refined the use of your chosen element of production to create dramatic meaning for the audience.

### Part B – design concept showcase

This Showcase is an opportunity for you to share your design concept for an imagined staging of a script excerpt. You will choose to focus on either set, costume, lighting or sound design. As stimulus for this design concept, you will select an excerpt of one of the scripted works you have explored in class. You will collaborate with your peers to evaluate, select and refine the materials or items (from your box) that best communicate your design concept. You will decide how best to present your individual design concept to an audience, and this could include a selection of sketches, renderings, collage, models, mood boards, enactment, images, sounds and/or visual or audio clips. Together, the class will develop a shared intention for the showcase of all designs and may decide to include design concept statements from Part A to support the Showcase.

**Stimulus – script excepts from resource booklet**

* *Compass* by Jessica Bellamy
* *Where in the World is Frank Sparrow* by Angela Betzien
* *Honey Spot* by Jack Davis
* ‘Prologue’ from *Sunshine Super Girl* by Andrea James
* *Shack* by George Kemp

# Assessment rubrics

Table 1 – Part A assessment rubric – documenting process and applying feedback

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome | A | B | C | D | E |
| **DR5-MAK-01**  creates and refines meaning through experimentation with dramatic processes | I can effectively experiment with creative and critical processes to create and refine meaning in the documentation of my design process. | I can experiment with creative and critical processes to create and refine meaning in the documentation of my design process. | I can apply creative and critical processes to create meaning in in the documentation of my design process. | I can use creative and critical processes and/or make meaning. | I can use very limited creative and critical processes. |
| **DR5-APP-02**  evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts | I can effectively evaluate how elements of production are manipulated to influence audience response appropriate to set, costume, lighting or sound design. | I can evaluate how elements of production are applied to influence audience response to set, costume, lighting or sound design. | I can explain how elements of production are used to influence audience response. | I can describe elements of production and/or audience response. | I can outline elements of production, audience response or dramatic meaning. |

Table 2 – Part B assessment rubric – design concept showcase

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome | A | B | C | D | E |
| **DR5-MAK-01**  creates and refines meaning through experimentation with dramatic processes | I can effectively experiment with creative and critical, and embodied processes to create and refine meaning by showcasing my design concept. | I can experiment with creative and critical, and embodied processes to create and refine meaning by showcasing my design concept. | I can apply creative and critical, and embodied processes to create meaning in my design concept and/or showcase. | I can use creative and critical and/or embodied processes and/or make meaning. | I can use very limited creative and critical or embodied processes. |
| **DR5-PER-02**  manipulates dramatic elements to stage works and influence audience response through dramatic contexts | I can manipulate elements of drama and production with sustained control to effectively stage scripted works and appropriately influence audience response through my imagined set, costume, lighting or sound design concept. | I can apply elements of drama and production with control to stage scripted work and influence audience response through my imagined set, costume, lighting or sound design concept. | I can apply elements of drama and production to stage scripted work and influence audience response to set, costume, lighting or sound design. | I can use elements of drama and/or production to stage scripted work for an audience. | I can use very limited elements of drama or production to stage scripted work. |

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

[Drama 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/creative-arts/drama-7-10-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

Bellamy J (2013) *Compass*, [Playlab Theatre](https://playlabtheatre.com.au/), Australia.

Betzien A (2012) *Where in the World is Frank Sparrow?,* [Playlab Theatre](https://playlabtheatre.com.au/), Australia.

Davis J (1987) *Honey Spot*, [Currency Press Sydney](https://www.currency.com.au/), Australia.

James A (2021) *Sunshine Super Girl*, [Currency Press Sydney](https://www.currency.com.au/), Australia.

Kemp J (2022) *Shack*, [Playlab Theatre](https://playlabtheatre.com.au/), Australia.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.