Drama Stage 5 Playbuilding – Devising with text sample assessment task

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## Assessment overview

**Topic:** Playbuilding – Devising with text

**Assessment:** Group devised performance and reflection video

### Outcomes

#### **Making**

* **5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
* **5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding
* **5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text
* **5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies

#### Performing

* **5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
* **5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

#### Appreciating

* **5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

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## Task description

Students will work collaboratively to devise and perform a group devised work, using a range of texts as stimulus. They will then film and share a short evaluation of the process of devising the work.

### Part A – making and performing a group devised performance

In groups of 4–6, students will create a 5–6-minute group devised performance titled *Lost*, that follows a linear or non-linear narrative structure. Students will create a theatrical journey inspired by the texts explored in the Playbuilding – Devising with text unit which includes each of the scenes listed below.

* Who are we? Where are we? Why are we here?
* We are lost!
* Conflict and tension erupt.
* What was that? (Group face external threat)
* Victory is sweet. (Group overcome the challenge)
* Lesson is learnt.

Students will experiment with a variety of theatrical techniques to create a distinct sense of place and character, as well as an evocative and tense atmosphere. Students should apply technology and use performance skills to heighten the style and engage the audience in the world of the devised performance.

#### Assessment criteria

Students will be assessed on their ability to:

* manipulate the elements of drama to create clarity and belief in character, narrative structure and dramatic intention
* contribute to playbuilding by selecting, developing and structuring ideas in workshops and rehearsals
* engage in creative risk-taking to explore, structure and refine ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
* apply acting and performance techniques expressively and collaboratively to construct highly engaging and theatrical storytelling
* select and use dramatic elements to create strong movement, vocal dynamics and timing appropriate to purpose and audience.

#### Marking criteria

Table 1 – marking criteria for Part A – making and performing a group devised performance

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Demonstrates excellence in manipulating the elements of drama to create clarity and belief in character, narrative structure and dramatic intention * Makes extensive contributions to playbuilding by selecting, developing and structuring ideas in workshops and rehearsals * Uses creative risk-taking to perceptively explore, structure and refine ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies * Communicates sophisticated understanding of acting and performance techniques expressively and collaboratively to construct highly engaging and theatrical storytelling * Demonstrates a sophisticated ability to use dramatic elements to create strong movement, vocal dynamics and timing appropriate to purpose and audience |
| B | * Demonstrates competence in manipulating the elements of drama to create clarity and belief in character, narrative structure and dramatic intention * Makes thorough contributions to playbuilding by selecting, developing and structuring ideas in workshops and rehearsals * Uses creative risk-taking to capably explore, structure and refine ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies * Demonstrates thorough understanding of acting and performance techniques expressively and collaboratively to construct engaging and theatrical storytelling * Demonstrates a thorough ability to use dramatic elements to create strong movement, vocal dynamics and timing appropriate to purpose and audience |
| C | * Uses the elements of drama in an attempt to create clarity and belief in character, narrative structure and dramatic intention * Makes sound contributions to playbuilding by selecting, developing and structuring ideas in workshops and rehearsals * Explores, structures and refines ideas using dramatic forms and/or performance styles and/or dramatic techniques and/or theatrical conventions and/or technologies * Demonstrates sound understanding of acting and performance techniques and collaborates to construct theatrical storytelling * Demonstrates a sound ability to use dramatic elements to create movement, vocal dynamics and timing appropriate to purpose and audience |
| D | * Uses aspects of the elements of drama to create a character * Makes basic contributions to playbuilding in an attempt to select, develop and structure ideas in workshops and rehearsals * Demonstrates limited skills in exploring dramatic elements and/or technologies * Demonstrates a limited ability to collaborate during playbuilding to apply basic dramatic elements and/or performance techniques to engage an audience |
| E | * Uses some aspects of the elements of drama * Makes elementary contributions to playbuilding * Participates with support to explore dramatic elements * Demonstrates basic performance skills |

### Part B – making a short film to appreciate the group devised performance

In their devising groups, students will create a digital post-performance reflection outlining their challenges and successes in the devising process. Students will record and edit raw footage captured during the making process to create a 2–3 minute short film that evaluates their performance.

#### Assessment criteria

Students will be assessed on their ability to:

* reflect on their use of the elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions in the group devised performance
* apply film and editing techniques appropriately and collaboratively to communicate their reflection on the devising process and their evaluation of the performance.

#### Marking criteria

Table 2 – marking criteria for Part B – making a short film to appreciate the group devised performance

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Critically assesses their use of the elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions in the group devised performance * Selects and manipulates film and editing techniques appropriately and collaboratively to communicate their reflection on the devising process and an evaluation of the performance |
| B | * Analyses their use of the elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions in the group devised performance * Confidently uses film and editing techniques appropriately and collaboratively to communicate their reflection on the devising process and an evaluation of the performance |
| C | * Reflects on their use of the elements of drama and/or dramatic forms and/or performance styles and/or dramatic techniques and/or theatrical conventions in the group devised performance in an attempt to evaluate their performance * Films and edits raw footage and collaborates to communicate their reflection on the devising process and/or an evaluation of the performance |
| D | * Conducts a basic reflection of the group devised performance * Attempts to film and/or edit raw footage to communicate their reflection of the devising process |
| E | * With guidance, conducts a basic reflection of the group devised performance * Attempts to contribute to the short film reflection, with guidance |

## References

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