



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## Assessment Task Proforma *(single-sided front page)*

Course:	Stage 5 -Drama	Year:	9
Topic:	Improvisation		
Assessment Name:	Tableaux in elements of Drama		
DATE DUE:		Total Mark/Weighting	N/A
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i>		
	<input type="checkbox"/> Use more elements of drama <input type="checkbox"/> Engage more with given theme <input type="checkbox"/> Include all necessary information in the Power Point <input type="checkbox"/> Work more effectively with group members		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	Improvisation is spontaneous, unscripted performance, used either as a key method of making drama, or as a rehearsal or live performance technique to communicate ideas and construct drama. Students use spontaneous or rehearsed improvisations to develop situations and dramatic meaning through the use of their imagination and increasing level of skills.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Students will be assessed on their ability to collectively devise a piece of improvised theatre which engages with a given theme. They must present a Power Point which evaluates their use of the elements of drama and how effectively the group worked together.
<b>Task Requirements:</b>	<p><b>Part A: Performance</b> In groups of 3-5 students will create a series of five frozen tableaux based on a given theme. Students will then devise a 2-3 minute performance which incorporates the tableaux.</p> <p><b>Part B: Power Point Presentations</b> In the same groups students will devise a Power Point Presentation (8 slide minimum) which discusses the process of developing their performance.</p> <p><b>The Power Point must include:</b> A visual representation of the five frozen tableaux with an explanation of the elements of drama being used A discussion of the process of developing the performance based on the tableaux. An evaluation of how successfully they communicated the theme to the audience and how well the group worked together to devise their performance.</p>
<b>Syllabus Outcomes:</b>	<p>5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</p> <p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p> <p>5.2.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *Drama* is \_\_\_\_\_

Learning in *Drama* could be improved if:

\_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_

\_\_\_\_\_

## Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Use the processes and techniques provided to create an engaging improvised performances.					
<b>Literacy / Numeracy skills assessed</b>	<b>Appreciating:</b> Uses Power Point to records and evaluate the effectiveness of the use of the elements of drama in creating meaning for the audience.					
<b>Processes</b>	<b>Performing:</b> Demonstrates performance skills and uses them in to create character/role.					
<b>Demonstrates Skills</b>	<b>Making:</b> Demonstrates an understanding of improvisation techniques and applies them in order to convey meaning to an audience.					
<b>Knowledge</b>	<b>Performing:</b> Demonstrates a clear intention through use of the elements of drama and performance conventions.					
<b>Understanding</b>	<b>Appreciating:</b> Demonstrates ability to positively engage with peers and as an audience.					

### FEEDBACK from Teacher:




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Completion of assessment during allocated class time.    Excellent    Moderate    Limited

<b>Teacher Signature</b>		<b>Mark</b>	<b>/20</b>
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