Assessment task

# Stage 5 drama

## Place-based playbuilding

This assessment task is not designed as a stand-alone resource. It is for use with the 'Playbuilding with Aboriginal Pedagogies' resource. When discussing the significance of local place with students, teachers should be guided by the advice in this learning sequence.

### Outcomes to be assessed

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| **Practice** | **A student** |
| **Making** | 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding |
| **Performing** | 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning |
| **Appreciating** | 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions. |

**Due date:**

### Task description

#### 8 Ways of Aboriginal learning symbol for land links Place-based playbuilding

Students will collaborate in groups of 3-6 to devise a performance in response to a place that is significant to the group and the local community. The 4-6 minute group devised performance should share a story that is clearly linked to and inspired by a place. The structure of the story should be non-linear and may include flashbacks, a narrator and/or be retold from multiple points of view. Performances must include some use of movement and image to communicate dramatic meaning non-verbally.

#### 8 Ways of Aboriginal learning symbol for learning maps Learning map

In the lesson following their performance, each student must submit an individual learning map which visually represents their process of the performance taking shape from initial ideas and exploration of a place, through to the final staging choices and audience response to the performance. It should include:

* a starting point
* images and symbols
* land links
* the techniques explored
* changes in direction
* any choices made
* the elements of drama used
* the arrival at final performance.

#### Marking criteria – Place-based performance

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| Level of achievement | Criteria |
| Outstanding | Outstanding contribution to a coherent and insightful theatrical response inspired by a place.  Creative manipulation of non-linear structure to powerfully engage the audience.  Exemplary control of movement and/or voice in expressing dramatic meaning and interacting with the ensemble. |
| High | Substantial contribution to a coherent and highly effective theatrical response to a place.  Skilled use of non-linear structure to effectively engage the audience.  Substantial control of movement and/or voice in expressing dramatic meaning and interacting with the ensemble. |
| Sound | Adequate contribution to a largely coherent dramatic response to a place.  Sound use of non-linear structure to effectively engage the audience.  Adequate control of movement and/or voice in communicating dramatic meaning as part of an ensemble. |
| Basic | Inconsistent contribution to a performance which lacks clear links to a place.  Little attempt to use non-linear structure to create moments of audience engagement.  Varying use of movement and/or voice, lacking awareness of ensemble. |
| Limited | Little or no evidence of engagement in the playbuilding process.  Little or no audience engagement.  Minimal performance skills. |

#### Marking criteria – Learning map submission

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| Level of achievement | Criteria |
| Outstanding | An in-depth reflection on the playbuilding process, including highly effective use of images, symbols and words to reflect on the challenges faced, choices made and audience response.  An insightful visual representation of the techniques used and land links made during the playbuiliding process. |
| High | A detailed reflection on the playbuilding process, including effective use of images, symbols and words to reflect on the challenges faced, choices made and audience response.  A highly effective visual representation of the techniques used and land links made during the playbuiliding process. |
| Sound | An adequate record of the playbuilding process, including some use of images, symbols and words to reflect on the challenges faced, choices made and audience response.  An adequate visual representation with an indication of some techniques used and land links made during the playbuiliding process. |
| Basic | A basic visual or written outline of the playbuilding process with little indication of land links made. |
| Limited | Minimal or no meaningful record of the playbuilding process. |