**KAMO HIGH SCHOOL DRAMA**

**Internal Assessment Resource**

#### Telling Stories

# Supports internal assessment for:

# Achievement Standard: 90007 v3

**Use elements and conventions to devise, structure and perform a drama**

Credits: 4

# Student Instructions Sheet

You will work in a group of your choice to devise a drama which uses the elements and conventions of drama to convey a message, story or theme to your audience. Your drama will be shaped by the stories your group tells.

This activity will take place over about six weeks and will involve in-class preparation and performance and out-of-class documentation (worksheets provided for your portfolio).

You will record in your portfolio the **PROCESS** of devising your dramatic presentation.

**This process must include**

* **experimenting**
* **exploring**
* **adding**
* **discarding**

**through improvisation.**

***Task One: Preparation***

**(a)** Each member of your group will tell a story. This could be a challenge they have faced, a scary incident, an exciting happening in their family, a part of your family’s history, a celebration, a really sad time.

Record these on an A3 sheet. (This is part of your **portfolio**).

**(b)** Your teacher will suggest a range of elements and conventions your group could use and later be able to identify in your drama. You are not limited to these elements and conventions. You will be able to select and incorporate others as appropriate in your drama. Offer suggestions and discuss the possibilities for the use of elements and conventions in your drama. You should be able to make clear links between the **dramatic intention** and the elements and conventions.

Decide what message you **intend** for your drama and record this on **worksheet 1**.

**(c)** Your teacher will provide you with a collection of props (for example, newspapers, kete, string, fabric, flax, rope, masking tape, plastic pipes etc) which you may use in your drama. Discuss ideas for their use. Try out some of these ideas.

**(d)** Record notes from these discussions and any choices that have been made so far, in your **portfolio (*worksheet 1*)**. Also record ideas you have at this stage for your **message or theme and storyline**. Remember that these are still only ideas and not the final decisions.

***Task Two: Improvisation and exploration***

**(**a) Try out a variety of improvisations, using different conventions, such as a sequence of five frozen photographs, split stage, action playing/narration, cannoned flocking around the space, chorus delivery of a poem. Add in any other conventions you may wish to trial.

**(b)** Use these improvisations to develop further your thinking on the message, story or theme, and the use of elements and conventions.

Record these developments in your **portfolio *(worksheet 1)*.**

**(c)** Continue to improvise,

* experimenting with and exploring the effective use of the **elements** as you develop the structure for your drama – do you want to highlight *mood* or *tension*, how can you establish the *time* and *place,* do you want the audience to understand more about a character’s *actions*? What is your *character* like?
* Explore and experiment with various **conventions**.
* Think about how the drama will **start and end**.
* Also think about how you will make the **transitions** from one scene or section to the next within the drama. Where you place the conventions within the drama will alter the shape or structure of the drama.
* Think about **why you are making these choices**.

***Important note: Your process of devising needs to involve trialling, group discussion, decision making and recording in your portfolio.***

**(d) Record all decisions in your portfolio (worksheet 2).** Explain why the elements and the conventions are appropriate. Alsoexplain how your group is using props to enhance your drama.

**(e) Make a list of roles and scenes.**

***Task Three: Rehearsal***

**(a)** Rehearse your devised drama. Refer to your portfolio to ensure that you have used the elements and conventions in an appropriate way.

**(b)** During the rehearsal process, you may wish to make some changes and adaptations to your devised drama e.g. *you may decide to cut a scene or to keep a character on stage at a certain time*. *You may decide to add, reject or change a convention.*

**(c)** Record these changes in your **portfolio (worksheet 3)** along with the reasons why you made the changes.

***Task Four: Performance***

Present your drama to your teacher and an invited audience. The audience will be other members of your class and invited family and friends.

The presentation should be about ten minutes long, but this is just a guide.

***Task Five: Reflection***

* How important were the drama elements and conventions to the enactment of your devised drama? Why were they important? Give an example.
* How did the use of improvisation help you to make decisions for the drama? Give an example.
* Give an example of how the structure of the drama helped you to get across your dramatic intention clearly.
* During rehearsals of the drama did you make any changes to the structure of the drama? Give an example and say how this change improved the drama.
* On reflection, would you have made any further changes to your devised drama? If so, what changes would you have made, and why?

**Assessment**

You will be assessed on your ability to demonstrate an understanding of how to use drama elements and conventions to devise, structure and perform a drama. It is, therefore, necessary that you take an active role in creating the devised drama and performing it. You will also be assessed on the supporting evidence in your **portfolio**. Your record of the process, your intentions, key decisions and reflection justify your selection of elements and conventions and how the drama was structured.

**Portfolio Checklist [***tick boxes as you complete these***]**

|  |  |
| --- | --- |
|  | **The A3 sheet with your original stories** |
|  | **short explanation of your group’s choice of story and first ideas [worksheet 1]** |
|  | **Evidence of improvisations used and decisions made in developing the drama [worksheet 2]** |
|  | **List of roles and scenes, and props used [worksheet 3]** |
|  | **Record of elements and conventions chosen and why [worksheet 3]** |
|  | **An outline of your drama (this does not have to be a script) [worksheet 4]** |
|  | **Reflection [worksheet 4]** |

**Assessment schedule: Drama 1.2**

|  |  |  |
| --- | --- | --- |
| Judgement for achievement | **Judgement for merit** | **Judgement for excellence** |
| The student contributes to creating and structuring a devised drama, using some elements and conventions.  *E.g. the student participates in brainstorming ideas for a drama about an accident on a farm, takes an active part in improvised exploration of elements and conventions to strengthen the drama and supports decisions made by the group, respecting the suggestions of others.*    The student identifies the elements and conventions used in the drama, *e.g. the student names freeze frame, tableaux, split stage, chorus, movement and stillness and elements of role, place and action and refers to their use in the story showing the moment of the accident and peoples’ reactions.*  The student performs, using elements and conventions to support the intention of the drama. | The student makes a strong contribution to creating and structuring a devised drama by selecting and using appropriate and varied elements and conventions. The resulting drama has a clear dramatic intention and uses the elements and conventions to convey this intention well.  *E.g. the student participates in brainstorming ideas for a drama about a farm accident by offering suggestions that demonstrate a clear understanding of this dramatic intention. S/he suggests the use of a symbol to signify danger. The student takes an active part in improvised exploration of elements and conventions to strengthen the drama, offering comments to the group that show understanding of how the elements and conventions support the dramatic intention. S/he supports decisions made by the group, respecting the suggestions of others.*  The student can clearly state why elements and conventions were selected and justify how they are used.  *E.g. the student names freeze frame, tableaux, split stage, chorus, movement and stillness, sound and silence as well as elements such as role, place, tension and mood. The student explains how the use of these elements and conventions support the message in the drama.*  The student performs, using appropriate and varied elements and conventions to support the intention of the drama. | The student makes a comprehensive contribution to creating and structuring an effective devised drama by selecting and using, with insight, appropriate and varied elements and conventions. The resulting drama has a clear dramatic intention and makes perceptive use of the elements and conventions.  *E.g*. *the student actively engages in brainstorming ideas about a farm accident and the consequences by offering suggestions which demonstrate a depth of understanding of how elements and convention can contribute to conveying this dramatic intention. The student shows a desire to convey a strong message that will influence or challenge the opinion of others. For instance, the student recognises a need to research farm safety and suggests exploring hotseating as a way of stepping into role. The student takes an active part in improvised exploration of elements and conventions to strengthen the drama, offering comments to the group that show understanding of how the elements and conventions support the dramatic intention. S/he supports decisions made by the group, respecting the suggestions of others.*  The student can consider and justify perceptively the use of the elements and conventions.  *E.g. the student names freezeframe, tableaux, split stage, chorus movement, stillness as well as other elements and conventions to strengthen the message in the drama.*  The student performs, using appropriate and varied elements and conventions to enhance the dramatic intention. |

**Devised dramas – 1.2 Worksheet 1**

First discussion notes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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In our drama we intend to show: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Developments so far:

Our setting (time and place) will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Characters and their characteristics: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The mood of our piece will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Beginning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Ending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transitions we could use between scenes:­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Devised Drama 1.2 Worksheet 2**

**Decisions we’ve made Changes**

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**Devised Drama 1.2 Worksheet 3**

**Roles and scenes:**

**Props used:**

**Elements and conventions used, with reasons:**

**Devised Drama 1.2 Worksheet 4**

**Outline of our drama:**

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**Reflection (***answer the questions on your task sheet)*

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