

Animated Images

Supports internal assessment for:

Achievement Standard 90006 v4: Apply drama techniques in a dramatic context.

Credits: 4

Student Instructions Sheet

You will be assessed on your application of drama techniques within a dramatic context. The four techniques are voice, body, movement and use of space. The dramatic context will be a poem that your group chooses from a selection given to you by your teacher.

For assessment, you are expected to perform a dramatic interpretation of your chosen poem.

The following list gives examples of the four techniques, but there are others.

Voice	pitch	the highness or lowness of a sound
	pace	the rate at which words are spoken
	pause	where sound stops, how often and for how long
	projection	enables audience to hear the voice
	volume	how loudly/softly words are spoken
Body	posture	stance
	gesture	movement of any part of the body
	body awareness	ability to select appropriate use of the body
	eye contact	with other members of the group
Movement	timing	when you move
	direction	where you are going
	energy	how you move
Space	levels	low, medium, high
	personal	own space
	general	all the other space

This activity will take place over six weeks and will involve class and out-of-class time.

You will work in **groups of two or three people**. The final presentation should be **no longer than six minutes (ideally two to four minutes)** and will be presented to an audience. You will be given specific details regarding the time and place for the performance assessment and clear guidelines for the submitting of the documented supporting evidence.

The piece of **work must be based on the poem**. You could decide to dramatise the whole story, part of the story, or take a theme/s from the poem and convey this/these in your voice/movement drama composition. Your purpose is to convey the **meaning** to the audience **as forcefully as you can**. You will need to use **voice, body, movement and space to create the necessary images** to convey your intended storyline or theme/s.

Lines from the poem can be spoken once, or as many times as you wish. You may decide to include relevant dialogue. You may also choose to use other voice sounds, for example, a soundscape. It is important to remember that each member of the group is being assessed on all **four techniques** and so you should give equal consideration to voice, body, movement and use of space.

You will need to record the process of your work. This means that you will record the **dramatic intention** for your drama presentation and **explain how** the techniques that you are applying best communicate this intention to an audience. This is as easy as completing the templates that are provided to you.

Detailed task instructions

1 Preparation

Your teacher will give you a selection of poems. In groups of two or three, choose a poem. As a group, brainstorm ideas about the meaning of the poem. Decide on a possible dramatic intention for your drama. Then, brainstorm ideas for your voice/movement drama composition. Jot down words, phrases, ideas and images that you may be able to incorporate into your drama.

2 Planning

Decide on your final interpretation of the poem. Are you going to tell the whole story, part of the story, or are you going to present a theme based interpretation? **Record this decision in your portfolio.**

Explore ways to use the drama techniques within the presentation of the poem.

Remember that the focus of the assessment is on your ability to use drama techniques appropriately and effectively within the dramatic context that you have chosen. Think about a range of ways in which you can provide opportunities to use these techniques. For instance, you might consider:

- what use you will make of space. This could include different levels, personal and general space. How could you use space to show relationships/ status/ conflicts/ place?
- what use you will make of body. This could include gesture, posture, eye contact. How could you use body to show a sense of role/ attitude/ action?
- what use you will make of movement. This could include pace, timing, direction, stillness. How could you use movement to show emotion/ tension/ motivation?
- what use you will make of voice. This could include inflection, pace, pitch, pause, silences, repetition, How could you use voice to show mood/ tension/ emotion/ character?

Record your decisions, giving specific examples for your own use of the techniques. This may be done on a chart or template.

3 Rehearsal

As you work on your drama, reflect on the effectiveness of your animated images. Are they relevant and appropriate? Do they convey the meaning/emotion that you have decided on as a group? *The drama should have a strong beginning, middle (development) and ending to convey this meaning/emotion.*

Use the following as a checklist as you rehearse:

- Is your movement motivated? Does it have variation?
- Do you make eye contact with someone for a particular reason?
- Does your stance/gesture reflect the mood of what you are trying to convey?
- Does everyone in the group use their voice to demonstrate some of the aspects listed at the beginning of this assignment? Do you wish to add other voice sounds, dialogue?
- Is there a clear purpose in your use of space?

4 Performance

Perform your group's dramatic presentation of the poem to the class on the given day. You will be assessed individually on your use of *dramatic techniques* in the presentation of the drama.

You will be assessed on how well you:

- use movement and space to convey your interpretation of the poem
- use voice and body techniques to convey your interpretation of the poem.

5 Reflection

Describe one moment in the drama where you used **voice** to communicate the meaning of the poem. Say why you think this would have been effective for an audience.

Describe one moment in the drama where you used **body** to communicate the meaning. Say why you think this would have been effective for an audience.

Describe one moment in the drama where you used **movement** to communicate the meaning. Say why you think this would have been effective for an audience.

Describe one moment in the drama where you used **space** to communicate the meaning. Say why you think this would have been effective for an audience.

Checklist for the supporting evidence:

- A.** A comment on how you decided to interpret the poem. Did you tell the whole story, part of the story, or choose a theme/s of the poem for your voice/movement drama composition? What was the dramatic intention? (Task 2)
- B.** Annotation of the poem/script (Descriptions of how you used the following techniques to clarify and enhance your interpretation of the poem) (Tasks 2 and 3)

Have you used these?

- ☐ Voice techniques
- ☐ Body techniques
- ☐ Movement techniques
- ☐ Use of Space

Assessment schedule for AS 1.1 Animated images		
Achievement with Excellence	Achievement with Merit	Achieved
<ul style="list-style-type: none"> Apply drama techniques effectively in a dramatic context. <p>For example, in a drama composition based on “the Rime of The Ancient Mariner” by Samuel Taylor Coleridge, the part of the story that is dramatically interpreted is when the ship is becalmed and the mariner starts hallucinating. The application of drama techniques shows his desperation and fear of being alone and without food and water. The performance is so convincing that the audience feels the mariner’s agony and remorse. He alternates between an agitated and jerky manner and a frozen stance, wandering randomly across the stage, then suddenly still as if petrified in agony. He speaks in a voice that alternates between rising in pitch and volume and one that becomes breathy and low from fear.</p>	<ul style="list-style-type: none"> Apply drama techniques skilfully in a dramatic context. <p>For example, in a drama composition based on “The Rime of The Ancient Mariner” by Samuel Taylor Coleridge, the part of the story that is dramatically interpreted is when the ship is becalmed and the mariner starts hallucinating. The student’s application of drama techniques shows his fear of being alone and without food and water. He moves in an agitated and jerky manner, wandering randomly across the stage and speaks in voice that rises in pitch and volume. This application of the drama techniques is skilful.</p>	<ul style="list-style-type: none"> Apply drama techniques in a dramatic context. <p>For example, in a drama composition based on “The Rime of The Ancient Mariner” by Samuel Taylor Coleridge, the part of the story that is dramatically interpreted is when the ship is becalmed and the mariner starts hallucinating. The student’s application of drama techniques shows his fear of being alone and without food and water. He moves in an agitated and jerky manner, wandering randomly across the stage and speaks in a voice that rises in pitch and volume.</p>