

# KAMO HIGH SCHOOL DRAMA

## Internal Assessment Resource

### A picture paints a thousand words

Supports internal assessment for:

Achievement Standard: 90997 version 1

**Devise and perform a drama**

Credits: 5



## Student Instructions Sheet

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You will work in a group of 3 - 4 to devise a seven to ten minute (approx) drama which uses the techniques, elements and conventions of drama to convey a message, story or theme to your audience. This piece of drama will have an image as the stimulus.

This activity will take place over three weeks and will involve in-class preparation and performance. This assessment will take place in **Week Eleven of Term Two**.

Your devising process and group work will be recorded in a portfolio by the teacher. The assessment will be based upon your devising process as well as your completed dramatic presentation.

### **Task One: Preparation**

**(a) Using the stimulus provided by the teacher**, your group will need to brainstorm some ideas for your drama. Brainstorm ideas and dramatic intention. Bullet point these possibilities onto a sheet of paper. This sheet must be handed in to form the basis of evidence for your group.

**(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.

### **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 lines of dialogue. 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. You may record some of the decisions that you are making as annotated diagrams or bullet points.

**(c)** Continue to improvise,

- experimenting with and exploring the effective use of the **elements and the conventions** 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?
- 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.

**Important note:** Your process of devising needs to involve trialling, group discussion, decision making and rehearsal.

### **Task Three: Rehearsal**

### **Task Four: Performance**

Present your drama to your teacher and an invited audience in **Week Eleven, Term Two**.

### **Task Five: 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.

## Checklist (documentation)

#	<b>A brief statement of the purpose of the drama</b> The statement of purpose includes: <ul style="list-style-type: none"> <li>the rationale for the devised drama, which could be retrospective eg “We wanted to show a drama about the value of friendship,” or, “after exploring the idea of challenge, we created a drama about facing your fears”</li> <li>the style of the devised drama eg realistic set in the present day</li> <li>if necessary, decisions about staging and use of technologies eg minimal set using traverse to connect with the audience, using own clothes for costumes.</li> </ul>
#	<b>Devised drama outline</b> The devised drama outline includes: <ul style="list-style-type: none"> <li>a title for the devised drama</li> <li>a list of characters</li> <li>a list of scenes and a brief summary of each scene</li> <li>decisions about the drama elements</li> <li>conventions used, and why.</li> </ul>

# NB: This supporting material may be presented in diagrammatic form, as notes, bulleted lists, charts, flow diagrams or sentences. A portfolio or extensive collection of material is not required.

## Achievement Criteria

Achievement with Excellence	Achievement with Merit	Achievement
<ul style="list-style-type: none"> <li>Devise and perform an effective drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a coherent drama.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and perform a drama.</li> </ul>

## Explanatory Notes (From the Achievement Standard)

### 1 Definitions:

*Devise* means to create an original drama. It is an ongoing cycle that requires active participation in the creative processes by all members of the group, and involves:

- discussion
- exploration and experimentation of elements and conventions
- selection and rejection
- shaping using elements and conventions
- structuring and sequencing
- reflecting and refining.

*Perform* means to present the drama as devised. The performance is a vehicle to convey the effectiveness of the devised drama; acting techniques are not the focus of the assessment.

*A drama* means a live, enacted performance.

*Coherent* means structured to have flow, dramatic unity, and smooth transition between scenes.

*Effective* means a drama that is convincing, captures the essence of the dramatic context, and has impact and originality.

### 2 Elements include:

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| <ul style="list-style-type: none"> <li>action</li> <li>contrast</li> <li>focus</li> <li>mood</li> <li>place</li> </ul> | <ul style="list-style-type: none"> <li>role</li> <li>situation</li> <li>tension</li> <li>time</li> </ul> |
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- 3 Conventions are ways of working in drama/theatre that explore meaning, or deepen understanding or are established practices. Conventions to help with the process of devising or creating character could include:
- role on the wall
  - hot seating
  - teacher-in-role
  - visualisation
  - improvising parallel scenes.
- 4 Conventions to help with structuring the devised piece and enhancing performance could include:
- aside
  - entrances and exits
  - flashback and flash-forward
  - narration
  - slow motion
  - soundscape
  - physical and vocal chorus
  - split focus
  - split stage
  - spoken thoughts
  - stage directions
  - still image
  - telephone conversations.

#### Assessment schedule:

Judgement for achievement	Judgement for merit	Judgement for excellence
<p>The student contributes to creating and structuring a devised drama, using some elements and conventions. <i>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.</i></p> <p>The student identifies the elements and conventions used in the drama, <i>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.</i></p> <p>The student performs in a devised drama.</p>	<p>The student makes a strong contribution to creating and structuring a devised drama. The resulting drama has flow, dramatic unity and a smooth transition between scenes. <i>E.g. the student participates in brainstorming ideas for a drama about a farm accident by offering suggestions that demonstrate a clear sense of understanding of the 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.</i></p> <p>The student can clearly state why elements and conventions were selected and justify how they are used. <i>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.</i></p> <p>The student performs in a coherent devised piece of drama.</p>	<p>The student makes a comprehensive contribution to devising the drama in such a way that it is convincing, captures the essence of the dramatic context, and has impact and originality. <i>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 techniques, elements and conventions 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.</i></p> <p>The student can consider and justify the use of the elements and conventions. <i>E.g. the student names freeze frame, tableaux, split stage, chorus movement, stillness as well as other elements and conventions to strengthen the message in the drama.</i></p> <p>The student performs in an effective devised drama.</p>