**KAMO HIGH SCHOOL DRAMA**

**Internal Assessment Resource**

#### “Something Appealing, Something Appalling”

# Supports internal assessment for:

# Achievement Standard: 90008 version 3

Demonstrate knowledge of a drama/theatre form through a practical presentation

Credits: 3

Student Instructions Sheet

You will complete this assignment at a specified time. Your teacher will give you clear instructions about the time and place for your assessment, and for the preparation work. This activity will take place over a four week period and involve class and out of class time.

Your teacher will introduce you to the theatre form commedia dell’arte and its popularity in the 16th century. Key features of commedia will be discussed and identified. Then you will work in groups to devise, rehearse and present your own piece using key features of commedia dell’arte.

**You will need to have a record of features of the form and your working plan in your portfolio for assessment purposes. Use the templates provided and add material if necessary.**

**Detailed task instructions**

Your teacher will explain the theatre form commedia dell’arte and its historical context.

You will then be introduced to examples of commedia provided by your teacher.

You will be expected to carry out some independent study into aspects of the style. **You should identify key features and record them in your portfolio (**on the template provided**).**

**Task 1. Preparation**

In groups, you will devise a brief piece of commedia based on examples given to you by your teacher. **Your aim should be to show that you understand features of the form and can put them into practice.** The finished length in presentation should be approximately 5 minutes.

Your piece could be set in a modern or historical context as long as key features of commedia are evident. Key features could include the following:

* stereotypical characters
* slapstick
* lazzi
* use of mask
* improvisation
* mime
* stock story lines
* audience involvement

Write a Working Plan which includes the storyline, list of characters and scene/s. Discuss what key features of commedia you will include in your play.

Discuss choices and availability of props, costumes, music. Record these choices in your portfolio.

Show your Working Plan to your teacher to make sure it is appropriate.

Write an outline of your intended performance, ensuring that each member of the group has an individual copy. File the original in your portfolio as well as later developments so that your teacher can clearly see how your understanding of the form shaped your final choices.

#### Task 2. Rehearsal

As you are rehearsing, refer to your Working Plan to ensure that the selected key features of commedia are being used effectively. You could share your work with others to give and receive audience feedback.

**Task 3. Presentation**

Perform your commedia dell’arte to the class and/or an invited audience.

**Task 4. Reflection**

Record in your portfolio answers to the following:

* What was the audience reaction to your play?
* Did your play appropriately reflect key features of commedia? How did it achieve or not achieve that?
* On reflection, would you have made any changes to your play? If so, what changes would you make, and why?

Your final understanding of commedia will be assessed through the preparation and performance of your work.

**PORTFOLIO CHECKLIST**

**Your Portfolio should include:**

* **Identification of the key features of melodrama**
* **Working plan including – storyline, characters,**
* **Choice of props, costume, music.**
* **Choice of key features**
* **Devised script outline**
* **Reflection**

#### Drama 1.3: Assessment schedule – Commedia

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| **Achievement** | **Merit** | **Excellence** |
| The student is able to identify, demonstrate and justify some appropriate features of Commedia dell’arte through a practical demonstration,  e.g. *the actor playing one of the masters uses mask, walk, appropriate props, and slapstick and physical comedy to show his character and status.* | The student is able to identify, demonstrate and justify a range of aptly chosen key features of Commedia dell’arte through a practical demonstration,  e.g. *the actor playing one of the masters uses mask, walk, appropriate props, and slapstick and physical comedy to show the character and status. S/he uses his props in character and establishes mannerisms and dialogue appropriate to the status of the character.* | The student is able to identify, demonstrate and justify perceptively an extended range of aptly chosen key features of Commedia dell’arte through a practical demonstration,  e.g. *the actor playing one of the masters uses mask, walk, appropriate props, and slapstick and physical comedy to show the character and status. S/he uses props in character and establishes voice, mannerisms and dialogue appropriate to the status of the character. S/he may include effective improvisation and audience participation in the performance.* |
| The portfolio record confirms the student’s intention and understanding, e.g. *some features mentioned are used in the performance.* | The clear portfolio record confirms the intention and understanding of the student, e.g. *features mentioned in the portfolio are used in the performance and explained clearly.* | The detailed portfolio record shows insight and confirms the intention and understanding of the student, e.g. *features mentioned in the portfolio are demonstrated effectively.* |

**Note*. The presentation/performance is not assessed for performance or presentation skills. It is the way that the features and understanding of the form can be demonstrated. Nevertheless, carefully rehearsed performance will help to demonstrate your understanding of key features.***

***Assessment Note:***

*Assessment evidence, which may assist teachers in making decisions, can be collected from teacher observation during preparation, shaping and rehearsal, from the student’s portfolio record and reflection, and the presentation performance.*

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| **Achieved** | **Achieved with Merit** | **Achieved with Excellence** |
| Demonstrate knowledge and understanding of a specific drama/theatre form in a practical presentation that identifies and includes appropriate features. | Demonstrate knowledge and *an informed* understanding of a specific drama/theatre form in a practical presentation that *identifies and includes* a *range of aptly chosen* features. | Demonstrate knowledge and *a perceptive* understanding of a specific drama/theatre form in a practical presentation that *identifies and includes an extended range of aptly chosen* features. |

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| **Template 1 – Commedia dell’Arte** |
| Identify features of commedia, (eg character), and explain how you will use them in your performance: |
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| What props will you use? |
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| Template 2 – Commedia |
| Brief description of your scene: |
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| Describe things you do as your character which are features of this form: |
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| Give one specific example of audience reaction to your play in a way that you expected from your knowledge of commedia: |
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| How effective do you think your performance was in conveying the features of this form: |
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| Explain one change you would make to your performance to increase its effectiveness: |
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