

KAMO HIGH SCHOOL DRAMA

Internal assessment resource – AS 90010, v3

Performing Arts Technology

Credits: 3

“Masquerade”

Student Instructions Sheet

You will design and create a mask appropriate for a character within a mask performance (possibly a Commedia dell’Arte scene)

Preparation tasks

- 1) When you have decided upon the types of character traits that your character will have, and therefore the qualities to include within your design, you will create your mask.
- 2) Use the attached template to design your mask. Make sure your design is labelled and indicates colours, textures, add-ons and patterns you propose to use on the mask.

3. Creating a mask

Use a base mask supplied by your teacher.

Your aim is to create a mask that:

- i) *Is comfortable to wear;*
- ii) *Is workable within performance;*
- iii) *has eye holes that allow you vision;*
- iv) *has a breathing space;*
- v) *is strong enough to be used;*
- vi) *allows you to make adjustments as necessary.*

4. “ENTER THE MASK” MASK WORKSHOP TO TRY OUT YOUR TECHNICAL CREATION

Begin in a circle with your mask on the floor in front of you. Face away from the centre of the circle. Make sure everyone is quiet, ready and in neutral before you begin work. Use the following protocol to enter your mask:

- Turn away from the group so that you can concentrate on the mask.
- Look down at it on the floor and imagine three words that it stimulates in your head.
- Spend time having a really good look at your mask. When you are ready pick it up by the sides and gently go into the mask.
- Do not touch the eyeholes. When you are inside it check your vision and breathing. Make adjustments if necessary.
- When you are ready turn in towards the group and begin to explore the space around you with your tassels. You have five tassels your arms, legs and head.

- Remember to keep your mask to the front and hands off the mask. Do not speak , giggle or fall out-of-role. Try to remain neutral and let the mask do the communicating.
- When you have finished take the mask off by turning away from the group, kneeling down and reversing the process you used to put it on.

Discuss any discoveries/ problems you might have experienced with the mask and say how it felt to wear the mask.

PROVOCATIONS IN SMALL GROUPS TO EXPLORE THE NEW CHARACTER OF THE MASK

- You will now begin to explore the mask itself with a small group.
- Your teacher will approach you to volunteer to enter the mask onstage in groups of three or four. You will explore the space through movement and stillness (for 3-4 minutes) and may gesture in response to others or to provocations. Some simple provocations include “How are you feeling?”, “Do you have a trick to show us?”, “What do you have with you?”, “Do you have something to show us?”.
- Try out entrances and exits, greetings and farewells, an everyday action.
- While other groups are presenting their responses take time to reflect on what you are seeing and what you are learning about your own mask and the masks of others.

Reflection

Observe the mask in action on one other person and answer the following questions **on the template provided:**

The work of others:

- What did the mask portray?
- What qualities of character were apparent?
- Was the mask successfully constructed?
- What effect did the mask have on you?

Your own work:

- A response I felt while wearing the mask was:
- My mask was successful/quite successful/not very successful
- The overall experience of creating and trying out this technical role

This achievement standard involves preparing for and carrying out a technical or production role for a performance or workshop presentation.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Actively participate in production or workshop process. • Carry out a technical or production role for the presentation. • Show understanding of the concept of the production or workshop presentation through application of technology. 	<ul style="list-style-type: none"> • Actively participate in production or workshop process, showing commitment. • Effectively carry out a technical or production role for the presentation. • Show understanding of the concept of the production or workshop presentation through effective application of technology. 	<ul style="list-style-type: none"> • Actively participate in production or workshop process, showing commitment. • Effectively and proficiently carry out a technical or production role for the presentation. • Show understanding of the concept of the production or workshop presentation through effective and imaginative application of technology.

Assessment schedule: Drama 1.5 version 3: “Masquerade”

Judgements for achievement	Judgements for merit	Judgements for excellence
<p>Actively participate in a mask making workshop.</p> <p><i>e.g. The student creates a fitted and wearable mask with painted finish. The mask meets the original design brief and any alterations are justified.</i></p>	<p>Actively participate in a mask making workshop showing commitment.</p> <p><i>e.g. The student creates a fitted and wearable mask with painted finish. The mask meets the original design brief effectively, with any alterations justified.</i></p>	<p>Actively participate in a mask-making workshop showing focus and commitment to the process.</p> <p><i>e.g. The student creates a fitted and wearable mask with painted finish. The mask meets the original design brief effectively in a striking way, with any alterations justified.</i></p>
<p>Actively demonstrate the ability to carry out Maskmaking role in order that the mask can be worn in a performance situation.</p> <p><i>e.g. Mask is entered and shared by being worn in a performance situation</i></p>	<p>Actively demonstrate the ability to carry out Maskmaking role in order that the mask can be worn competently in a performance situation.</p> <p><i>e.g. Mask is entered and shared by being worn in a performance situation in a competent way.</i></p>	<p>Actively demonstrate exceptional and focussed ability to enter and wear the mask in a performance situation.</p> <p><i>e.g. Mask is entered and shared by being worn in an exceptional, interesting or striking manner for the performance situation.</i></p>
<p>Shows an understanding of the concept of the workshop through the presentation of the mask technology, in a performance situation.</p> <p><i>e.g. Mask is worn in a group/workshop presentation, student responds to provocations and responses to self and others are recorded in a journal/portfolio</i></p>	<p>Shows an understanding of the concept of the workshop through effective presentation of the mask technology, in a performance situation.</p> <p><i>e.g. the mask is worn effectively in a small group situation. In order to try it out, the student responds competently to various provocations. Student records reaction to process for self and others with care and attention to detail.</i></p>	<p>Shows an understanding of the concept of the workshop through effective and original presentation of the mask technology, in a performance situation.</p> <p><i>e.g. Mask is worn in a group/workshop presentation and the application of this technology is both effective and original. Responses to self and others are recorded in depth in a journal/portfolio</i></p>

Mask template – Commedia dell’Arte
<i>The work of another person:</i>
What did the mask portray?
What qualities of the character were present?
Was the mask successfully constructed?
What effect did the mask have on you?
<i>Your own work:</i>
A response I felt while wearing the mask was:
My mask was successful/quite successful/not very successful -
The overall experience of creating and trying out this technical role was: