



Assessment Task Notification
RICHMOND RIVER HIGH CAMPUS

Task Number	3	Task Name	Ceremony and Ritual Performance Task
Course	Stage 5 Drama	Faculty	English
Teacher	Zoe Vardy	Head Teacher	Colin Taylor
Issue date	Friday 29/08/2025 (Wk6)	Due date	Thursday 25/09/2025 (Wk 10)
Focus (Topic)	Ceremony and Ritual	Task Weighting	30%

Outcomes:

DR5-MAK-01 Creates and refines meaning through experimentation with dramatic processes.

DR5-MAK-02 Selects and applies dramatic elements to create and refine works and experiences through dramatic contexts.

DR5-PER-01 Applies and adapts performance skills and dramatic processes to communicate intention and meaning.

DR5-PER-02 Manipulates dramatic elements to stage works and influence audience response through dramatic contexts.

DR5-APP-01 Analyses how creative choices shape intention and meaning through dramatic processes.

Task description:

Students will participate in a group performance task. Students will have **three weeks of class time commencing Week 6** to complete the task with the guidance of their teacher. Students are encouraged to use their own time to complete additional rehearsals.

- A group with no more than five individuals or a negotiated whole class group.
- A 4-5 minute performance.
- Clear definition of character and role.
- Uses Dramatic Elements and Theatrical Techniques to enhance the performance.
- Use of a range of ceremonies and rituals supported with clear research (about one from each group member).
- A moment of **stillness** and a moment of **silence**.
- Clear use of **symbols** from a variety of ceremonies and rituals.
- A clear entry and exit.

As part of this assessment, each student is required to maintain an **individual logbook** throughout the rehearsal and development process. The logbook should include:

- Detailed rehearsal notes documenting what was worked on each session.
- Research on the ceremonies and rituals incorporated into the performance, including sources and reflections.
- Planning notes outlining your role, character development and use of dramatic elements.
- Personal reflections on group collaboration and performance progress.

Task: Ceremony and Ritual Performance Due Date: 23/09/2025		Subject: Drama Weighting: 30%
Criteria	Mark	
Outstanding – extensive knowledge, understanding and skills are displayed through a response which: • Demonstrates extensive creativity and skill in experimenting with dramatic processes, resulting in a highly refined and meaningful performance. (DR5-MAK-01) • Selects and applies a wide range of dramatic elements and theatrical techniques exceptionally well to enhance performance and intention. (DR5-MAK-02) • Applies and adapts performance skills with outstanding clarity and definition of character and role, resulting in a highly engaging and polished performance. (DR5-PER-01) • Shows exceptional flexibility and responsiveness in adapting dramatic processes during rehearsal and performance, strongly communicating intention and meaning. (DR5-PER-01) • Skillfully manipulates dramatic elements (stillness, silence, symbolism) to powerfully stage the work and influence audience response. (DR5-PER-02) • Provides insightful, comprehensive analysis and reflection in research, planning and logbook, demonstrating deep understanding of creative choices and meaning. (DR5-APP-01)	30 29 28 27 26 25	
High – thorough knowledge, understanding and skills are displayed through a response which: • Demonstrates thorough experimentation with dramatic processes, effectively refining meaning in the performance. (DR5-MAK-01) • Effectively selects and applies dramatic elements and techniques to support intention. (DR5-MAK-02) • Applies performance skills to clearly define character and role, contributing to an engaging performance. (DR5-PER-01) • Adapts dramatic processes well during rehearsal and performance, effectively communicating intention and meaning. (DR5-PER-01) • Effectively manipulates dramatic elements to stage the work and engage the audience. (DR5-PER-02) • Provides substantial analysis and reflection in research, planning and logbook, demonstrating good understanding of creative choices and meaning. (DR5-APP-01)	24 23 22 21 20 19	
Sound – satisfactory knowledge, understanding and skills are displayed through a response which: • Demonstrates satisfactory experimentation, adequately refining meaning. (DR5-MAK-01) • Adequately selects and applies some dramatic elements and techniques. (DR5-MAK-02) • Satisfactorily applies performance skills; character and role are adequately defined. (DR5-PER-01) • Adequately adapts dramatic processes; intention and meaning are communicated. (DR5-PER-01) • Adequately manipulates some dramatic elements to support performance. (DR5-PER-02) • Provides satisfactory analysis and some reflection in research, planning and logbook; understanding of creative choices is evident. (DR5-APP-01)	18 17 16 15 14 13	
Basic – limited knowledge, understanding and skills are displayed through a response which: • Demonstrates some experimentation with dramatic processes, with partial attempts to refine meaning. (DR5-MAK-01) • Shows partial selection and application of dramatic elements; impact on performance is minimal but evident. (DR5-MAK-02) • Applies performance skills at a basic level; character and role are somewhat defined but lack clarity. (DR5-PER-01) • Shows emerging adaptation of dramatic processes; intention and meaning are partially communicated. (DR5-PER-01) • Manipulates some dramatic elements with basic effectiveness; audience engagement is limited but present. (DR5-PER-02) • Provides basic analysis and some reflection in research, planning, and logbook; demonstrates a developing understanding of creative choices. (DR5-APP-01)	12 11 10 9 8 7	
Limited – elementary knowledge, understanding and skills are displayed through a response which: • Demonstrates minimal or ineffective experimentation; little refinement of meaning. (DR5-MAK-01) • Minimal or ineffective use of dramatic elements and techniques. (DR5-MAK-02) • Minimal or ineffective application of performance skills; character and role lack clarity. (DR5-PER-01) • Minimal or ineffective adaptation; intention and meaning are unclear. (DR5-PER-01) • Minimal or ineffective manipulation; little audience engagement. (DR5-PER-02) • Minimal or no analysis/reflection in research, planning and logbook; little understanding of creative choices. (DR5-APP-01)	6 5 4 3 2 1	
• Late submission – no misadventure • Assessment not submitted	PARENTAL NOTIFICATION	0 00

