



Task Number	2	Task Name	Group Production Design Task
Course	Stage 5 Drama	Faculty	English
Teacher	Zoe Vardy	Head Teacher	Colin Taylor
Issue date	Monday 26/5/2025 (Wk 5)	Due date	Monday 30/6/2025 (Wk 10)
Focus (Topic)	Production Elements	Task Weighting	30%

Outcomes

DR5-MAK-02

selects and applies dramatic elements to create and refine works and experiences through dramatic contexts

DR5-PER-02

manipulates dramatic elements to stage works and influence audience response through dramatic contexts

DR5-APP-02

evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

Task description

Students work in production 'teams' to successfully operate the behind the scenes production elements for a production of *Where in the World is Frank Sparrow*. Student **groups will present and explain their designs in an interview.**

Each group will complete the following (it is best that one group member take on each task)

- **Annotated Script** – To show and briefly explain specific details of group interpretation of the play.
- **Director's Note** – To show and briefly explain your intentions and ideas for general production elements.

- **Set Design model** for a performance space 8m wide x 5m deep x 3 m high at 1:25 scale
- **Collage** of ideas & inspirations in logbook – looking at texture, colour, contrast etc.
- Draft 'drawings' of your set design from both birds-eye perspective and from audience perspective.

- **2 x detailed coloured costume renderings + General costume themes for supporting cast,**
- **Collage** of renderings and/or draft drawings in your logbook – looking at texture, colour, contrast etc.

- **Detailed lighting cues sheet**
- **A list and explanation** of any specific details, e.g. coloured gels, spotlights etc.
- **Detailed sound cues sheet & Recordings** (mp3 or similar) with explanation of any specific sounds etc.

- **2 x physical examples of key props**
- **A list and explanation of all props** needed for the production - may contain images to support understanding.
- **Collage** of ideas & inspirations in logbook looking at usability, size, options, etc.

- **Promotional Poster** for the production **highlighting key themes/purpose.**
- **Program for your performance** with a blurb, acknowledgement of all roles in the production and a cast list.
- **Collage** of ideas & inspirations in logbook to represent themes.

All students to provide a process diary in their logbooks to show their design development.

Task: Production Elements Group Design Due Date: 30/6/2025		Subject: Stage 5 Drama Weighting: 30%
Marking Criteria		Mark
Outstanding – extensive knowledge, understanding and skills are displayed through a response which: <ul style="list-style-type: none"> Student contributes effectively to group interview, showing extensive knowledge and understanding of their aspect of production and the elements of production required for it. Student selects and uses production materials that are at an exceptional standard and highly relatable to the chosen audience and performance space. All relevant components are submitted, demonstrating ability to manage and manipulate theatrical elements and elements of production, using them perceptively and creatively. Support materials in process diary are abundant and reflect exceptional interpretation of the theme and concepts of the studied text. 		20 19 18 17
High – thorough knowledge, understanding and skills are displayed through a response which: <ul style="list-style-type: none"> Student contributes to group interview, showing thorough knowledge and understanding of their aspect of production and the elements of production required for it. Student selects and uses production materials that are at a high standard and relatable to the chosen audience and performance space. All relevant components are submitted, demonstrating ability to manage and manipulate theatrical elements and elements of production, using them competently. Support materials in process diary are varied and reflect competent interpretation of the theme and concepts of the studied text. 		16 15 14 13
Sound – satisfactory knowledge, understanding and skills are displayed through a response which: <ul style="list-style-type: none"> Student makes some contributions to group interview, showing sound knowledge and understanding of their aspect of production and some key elements of production required for it. Student selects and uses production materials that are relatable to the chosen audience and performance space. Most relevant components are submitted, demonstrating some ability to manage and manipulate theatrical elements and elements of production, using them satisfactorily. Support materials in process diary evident and reflect satisfactory interpretation of the theme and concepts of the studied text. 		12 11 10 9
Basic – limited knowledge, understanding and skills are displayed through a response which: <ul style="list-style-type: none"> Student makes limited contribution to group interview, showing basic knowledge of their aspect of production or any key elements of production required for it. Student may use production materials that are not clearly relatable to the chosen audience and performance space. Some relevant components are submitted, demonstrating limited ability to manage and manipulate theatrical elements and elements of production. Support materials in process diary are inconsistent and reflect limited understanding of the theme and concepts of the studied text. 		8 7 6 5 4
Limited – elementary knowledge, understanding and skills are displayed through a response which: <ul style="list-style-type: none"> Student makes little to no useful contribution to group interview, or shows elementary knowledge of their aspect of production and any elements of production required for it. Student may use production materials that are inappropriate for the task, audience, and performance space. Limited attempt to submit components, demonstrating elementary ability to manipulate theatrical elements and elements of production. Limited/no support materials in process diary, reflecting elementary understanding theme and concepts of the studied text. 		3 2 1
<ul style="list-style-type: none"> Late submission – no misadventure Assessment not submitted 		PARENTAL NOTIFICATION 00