



<b>Task Number</b>	1	<b>Task Name</b>	Dramaturgical research and Production Elements Project
<b>Course</b>	Drama	<b>Faculty</b>	CAPA
<b>Teacher</b>	Dimity McKinlay	<b>Head Teacher</b>	Louise Savins
<b>Issue date</b>	<b>Week 2 Tuesday 05/02/2019</b>	<b>Due date</b>	<b>Week 7 Thursday 14/03/2019</b>
<b>Focus (Topic)</b>	Production Elements	<b>Task Weighting</b>	30%

**Outcomes**

**P1.4** understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively  
**P1.6** demonstrates directorial and acting skills to communicate meaning through dramatic action  
**P2.2** understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

**Task description**

Complete the following;

- **Questions sheet** completed with answers written in full sentences (500 words).
- **Annotated Script** – A full annotated script which must show your intentions and ideas concerning both general production elements but also specifically details about your chosen production element.  
*Note: the performance space you are working within is the River Theatre.*
- **Dramaturgical Response (1000 words) covering Production Elements** including;
  - 1. Set Design**
  - 2. Costume Design**
  - 3. Lighting Design**

For each Production element you must address the ways in which you would incorporate each component into your interpretation of the chosen text *Ruby Moon – Matt Cameron*. You may write your Dramaturgical Response as a whole piece or divide it into sub headings. Within your response you must use references from the text (quotes), your own research (reviews, newspaper articles, support materials, interviews with the playwright etc.) and knowledge of past productions to support your interpretation and idea. You can support your ideas with additional materials such as images, sketches, materials, drawings etc.

## Marking Guidelines

CRITERIA	MARK
<p><b>Outstanding – Extensive knowledge, understanding and skills</b> are displayed in a response when:</p> <ul style="list-style-type: none"> <li>• Student submits an outstanding dramaturgical response demonstrating extensive understanding and insight into the play through a written response demonstrating originality, integrity and flair.</li> <li>• Student submits eloquent and sophisticated written responses to the questions demonstrating logical, well sequenced responses that demonstrate knowledge of significant themes in the play.</li> <li>• Student demonstrates an outstanding knowledge of the elements of production and uses this knowledge to explore production materials that are to an exceptional standard and highly relatable to the chosen audience and performance space.</li> <li>• An outstandingly detailed annotated script that addresses a variety of production elements but explores in exceptional detail the students thoughts and ideas.</li> </ul>	<b>50-45</b>
<p><b>High – Thorough knowledge, understanding and skills</b> are displayed through a response when:</p> <ul style="list-style-type: none"> <li>• Student submits a highly detailed dramaturgical response demonstrating comprehensive understanding and insight into the play through a written response that shows a thoughtful, well organised approach.</li> <li>• Student submits sophisticated written responses to the set questions demonstrating a high ability to write responses that are logical, well sequenced and demonstrate knowledge of significant themes in the play.</li> <li>• Student demonstrates comprehensive knowledge of the elements of production and uses this knowledge to explore production materials that are to a high standard and are relatable to an audience.</li> <li>• A highly detailed annotated script that addresses a variety of production elements, exploring in high detail the student’s thoughts and ideas about their production element.</li> </ul>	<b>44-40</b>
<p><b>Sound – Satisfactory knowledge, understanding and skills</b> are displayed through a response when:</p> <ul style="list-style-type: none"> <li>• Student submits a detailed dramaturgical response demonstrating a sound understanding and insight into the play through a written response that shows a thoughtful, well organised approach.</li> <li>• Student submits sound written responses to the set questions demonstrating some logical thinking and demonstrates some knowledge of significant themes in the play.</li> <li>• Student demonstrates sound knowledge of the elements of production and uses this knowledge to explore production materials that are to a sound standard.</li> <li>• A detailed annotated script that addresses some of the production elements.</li> </ul>	<b>39-30</b>
<p><b>Basic – Elementary knowledge, understanding and skills are displayed through a response which:</b></p> <ul style="list-style-type: none"> <li>• Student submits a dramaturgical response demonstrating a basic understanding and insight into the play.</li> <li>• Student submits basic written responses to the set questions demonstrating elementary knowledge of significant themes in the play.</li> <li>• Student demonstrates basic knowledge of the elements of production suggesting production materials that are to a basic standard.</li> <li>• A partially annotated script that addresses basic components of the production elements.</li> </ul>	<b>29-21</b>
<p><b>Limited – Students do not reach minimum requirements for this task, through a response which:</b></p> <ul style="list-style-type: none"> <li>• Student submits a limited dramaturgical response demonstrating little understanding and insight.</li> <li>• Student submits inadequate written responses to the set questions.</li> <li>• Student demonstrates limited knowledge of the elements of production and work is to limited standard.</li> <li>• May or may not submit an annotated script.</li> </ul>	<b>20-0</b>
<p><b>Late submission – no misadventure</b> <b>Assessment not submitted</b></p>	Parental notification

# Elements of Production Questions - Ruby Moon

*The following questions must be answered as part of your assessment task. They can also be used to help you develop your thoughts and ideas from your interpretation of the script. These ideas can be used in your dramaturgical response.*

1. What is it about *Ruby Moon* that appeals to you the most?
2. Do you see the play as being uniquely Australian or having a more universal resonance? Explain your response.
3. What images and ideas in *Ruby Moon* have influenced your interpretation of the script?
4. What design elements are most attractive to you and why?
5. With so many specific production and design elements in the script how have you developed your own take of the script?
6. What do you think is the most prominent theme in *Ruby Moon*. Support your response with direct quotes from the text.
7. What is your final take on the status of Ruby as a character? Is she real, imagined etc.
8. Choose one character and discuss the role of that character in the progression of the play and what they represent in the outer world.