



<b>Task Number</b>	2	<b>Task Name</b>	Group Devised Playbuilding Performance + Logbook
<b>Course</b>	Drama	<b>Faculty</b>	CAPA
<b>Teacher</b>	Dimity McKinlay	<b>Head Teacher</b>	Louise Savins
<b>Issue date</b>	Week 3 Tuesday 14 <sup>th</sup> May	<b>Due date</b>	Week 9 Friday 28 <sup>th</sup> June
<b>Focus (Topic)</b>	Playbuilding, improvisation and Acting Skills	<b>Task Weighting</b>	40% (30% performance 10% logbook)

**Outcomes**

<p><b>P1.1</b> develops acting skills in order to adopt and sustain a variety of characters and roles</p> <p><b>P1.2</b> explores ideas and situations, expressing them imaginatively in dramatic form</p> <p><b>P1.3</b> demonstrates performance skills appropriate to a variety of styles and media</p> <p><b>P1.5</b> understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p><b>P2.1</b> understands the dynamics of actor-audience relationship</p> <p><b>P2.3</b> demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p><b>P2.4</b> performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements</p>
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**Task description**

<p>Students will participate in a group performance task. The task will involve the following:</p> <ul style="list-style-type: none"> <li>• A group with no more than <b>five</b> individuals.</li> <li>• An <b>8 – 10 minute</b> performance.</li> <li>• Clearly defined and developed <b>characters</b> and if using multiple characters, defined transitions.</li> <li>• A moment of <b>stillness</b> used for dramatic effect.</li> <li>• Focus on the creation of <b>tension</b> and demonstrating knowledge of its role in creating audience engagement</li> <li>• Use of effective <b>sound</b> and <b>movement</b>, including but not limited to soundscapes, audio tracks, body percussion, physical theatre, choreography etc.</li> <li>• Development of a suitable <b>mood</b> or <b>atmosphere</b>.</li> <li>• Reference to workshops and tasks performed in class, clear use of at least <b>three combined</b> or <b>ONE</b> clear representation a chosen <b>Theatrical Styles. Key elements</b> within chosen Theatrical Styles must be used to support the themes or issue of your chosen piece. E.g. Sign work for Epic Theatre, Mask work for Commedia dell Arte.</li> <li>• Creative and effective use of the <b>Elements of Production</b>, including but not limited to <b>costume, set and lighting</b>.</li> </ul> <p>Students will also submit their LOGBOOK containing all study notes, thoughts and ideas, stimulus material and reflections</p>
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## 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 demonstrates outstanding commitment and discipline required for the collaborative nature of devising a play.</li> <li>• Shows excellent group collaboration skills to effectively produce a group performance with excellent energy and commitment.</li> <li>• Demonstrates extremely effective performance skills as well as excellent use of dramatic and theatrical elements to effectively engage the audience.</li> <li>• Student demonstrates brilliant individual research, planning and process development in their logbook covering all aspects of performance. Student makes comprehensive notes every rehearsal and supplements with relevant research.</li> </ul>	<b>50-40</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 demonstrates significant commitment and discipline required for the collaborative nature of devising a play.</li> <li>• Shows a wide range of group collaboration skills to effectively produce a group performance with continuous energy and commitment.</li> <li>• Demonstrates particularly effective performance skills as well as excellent use of dramatic and theatrical elements to effectively engage the audience.</li> <li>• Student demonstrates substantial individual research, planning and process development in their logbook covering all aspects of performance. Student makes decent notes every rehearsal and supplements with relevant research.</li> </ul>	<b>39-30</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 demonstrates commitment and discipline required for the collaborative nature of devising a play.</li> <li>• Shows group collaboration skills to effectively produce a group performance with excellent energy and commitment.</li> <li>• Demonstrates performance skills and uses dramatic and theatrical elements to effectively engage the audience.</li> <li>• Student demonstrates some individual research, planning and process development in their logbook covering all aspects of performance. Student makes some notes every rehearsal and supplements with relevant research.</li> </ul>	<b>29-20</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 demonstrates limited commitment and discipline required for the collaborative nature of devising a play.</li> <li>• Shows some group collaboration skills to effectively produce a group performance with excellent energy and commitment.</li> <li>• Demonstrates elementary performance skills.</li> <li>• Student demonstrates little to no individual research, planning and process development in their logbook covering all aspects of performance. Student makes limited notes every rehearsal with limited research.</li> </ul>	<b>19-10</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>• Students may or may not demonstrate performance skills but chooses not to apply them.</li> <li>• Students may or may not present commitment and discipline required for group work.</li> <li>• Student may or may not demonstrate performance skills but choose to not apply them. Student may or may not attempt to keep a logbook with some research.</li> </ul>	<b>9-1</b>
<p><b>Late submission – no misadventure Assessment not submitted</b></p>	Parental notification