

Erindale College

Assessment Period:	2021 S2
Course:	DRAMA
Unit:	Comedy (1.0)
Accreditation:	M
Year:	12

Unit Goals

- describe features of comedy in terms of cultural and historical contexts such as Commedia dell'Arte, or melodrama, or pantomime
- identify the nature and purpose of collaborative and individual work in the exploration of comedy
- create or perform a range of comic devices and elements such as farce and satire to understand their purposes or effects
- reflect on production or performance techniques to heighten comedic impact/ support stylistic choice

Content Description

Content

- 2-3 elements of dramatic comedy such as status mimicry, exaggeration, spontaneity, timing and styles such as clowning, farce and satire
- participation in the process of creating theatre that uses voice and /or physical theatre to demonstrate comic character and 'playing comedy'
- presentation of devised/scripted comedy performances,
- reflection on acquisition of their own dramatic skills in verbal or written form

Assessment Tasks

Name	Due Date	Weighting
Responding	30 July	25%
Performance 1	27 August	25%
Composition	15 October	25%
Performance 2	12 November	25%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for DRAMA M - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Making	<ul style="list-style-type: none"> • applies creative and technical skills in a variety of contexts, with independence • creates a variety of artworks using research and inquiry in different modes for different purposes, with independence • creates using individual or collaborative organisational and/or communication methods, with independence 	<ul style="list-style-type: none"> • applies creative and technical skills in a variety of contexts, with some independence • creates a variety of artworks using research and inquiry different modes for different purposes, with some independence • creates using individual or collaborative organisational and/or communication methods, with some independence 	<ul style="list-style-type: none"> • applies creative and technical skills in different contexts, with assistance • creates artworks using research and inquiry in different modes for different purposes, with assistance • creates using individual or collaborative organisational and/or communication methods, with assistance 	<ul style="list-style-type: none"> • applies creative and technical skills in a designated context, with repeated cueing • creates artworks using research and inquiry for different purposes, with repeated cueing • creates using individual or collaborative organisational and/or communication methods, with repeated cueing 	<ul style="list-style-type: none"> • applies creative and technical skills in a designated context, with direct instruction • creates different artworks using research and inquiry, with direct instruction • creates using individual or collaborative organisational and/or communication methods, with direct instruction
Responding	<ul style="list-style-type: none"> • responds to a variety of artworks for differing purposes and audiences, with independence • explains ideas, attitudes, and points of views in creative practice, with independence • reflects with insight on their thinking, creating, and learning, with independence 	<ul style="list-style-type: none"> • responds to a variety of artworks for differing purposes and audiences, with some independence • explains ideas, attitudes, and points of view in creative practice, with some independence • reflects with insight on their thinking, creating, and learning, with some independence 	<ul style="list-style-type: none"> • responds to artworks for differing purposes and audiences, with assistance • explains ideas and points of view in creative practice, with assistance • reflects on their thinking, creating, and learning, with assistance 	<ul style="list-style-type: none"> • responds to artworks for differing purposes, with repeated cueing • explains ideas in creative practice, with repeated cueing • reflects on their thinking, creating, and learning, with repeated cueing 	<ul style="list-style-type: none"> • responds to artworks, with direct instruction • identifies ideas in creative practice, with direct instruction • reflects in a limited way on their thinking, creating, and learning, with direct instruction