Erindale College

Assessment Period:	2021 S2
Course:	DRAMA
Unit:	Comedy (1.0)
Accreditation:	A
Year:	11

Unit Goals

- analyse the practical and theoretical uses of comedy in terms of cultural and historical contexts such as Commedia dell'Arte, melodrama or pantomime
- analyse comedy resources that reflect these devices, elements and conventions and use them in dramatic performance
- analyse the nature and purpose of collaborative and individual work in the exploration of comedy
- create and perform a range of comic devices and elements such as farce and satire to understand their purposes and effects
- analyse production or performance techniques to heighten comedic impact or support stylistic choices

Content Description

Content

- elements of dramatic comedy such as status mimicry, exaggeration, spontaneity, timing and styles such as clowning, farce and satire
- historical and cultural contexts of comedy
- the process and purpose of performing comedy
- technical and performance choices within the drama process
- the nature of the actor audience relationship when presenting comedy including etiquette of comedy
- presentation of devised/scripted comedy performances,
- stylistically appropriate and relevant production skills and techniques to communicate with an audience
- development of the language of comedy

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 A - Year 11

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Making	● analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology ● creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities ● creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences ● reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively	● explains art practice, using the creative process to investigate and solve problems and explains own application of technology ● creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities ● creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences ● reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively	● describes art practice, using the creative process to investigate and solve problems and describes own application of technology ● creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities ● creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences ● reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively	● identifies features of art practice, using the creative process to solve problems with application of technology ● creates art works using familiar technical skills and reflects on strengths and opportunities ● presents own and/or group art practice using familiar techniques to communicate meaning to target audiences ● reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively	● identifies features of art practice, with little or no connection to creative processes or use of technology ● creates art works using familiar technical skills with little or no reflection on strengths and opportunities ● presents own and/or group art practice using familiar techniques to communicate messages with assistance ● reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively
Responding	● analyses styles, forms, processes, practices, and theories to communicate meaning ● analyses the significance of art works in a diverse range of contexts ● communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity	● explains styles, forms, processes, practices, and theories to communicate meaning ● explains the significance of art works in in a broad range of contexts ● communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	● describes styles, forms, processes, practices, and theories to communicate meaning ● describes the significance of art works in a range of contexts ● communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity	● describes some styles, forms, processes, practices, and theories to communicate meaning ● identifies the significance of art works in context ● applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas	● identifies styles, forms, processes and practices, theories to communicate meaning ● identifies art works with little or no reference to their significance ● communicates limited ideas and information with little or no application of academic integrity