

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>DRAMA</b>
<b>Unit:</b>	<b>Theatre Production &amp; Performance (1.0)</b>
<b>Accreditation:</b>	<b>T</b>
<b>Year:</b>	<b>11</b>

## Unit Goals

- critically analyse the general principles of creating a theatre production
- analyse and evaluate both their own and professional productions
- critically analyse the nature and purpose of successful and cohesive production work
- discuss values and attitudes associated with artistic decision making
- synthesise research, to interpret and produce a unified design concept for a production
- create and develop competency in various production roles and stagecraft required for the process of developing a production
- evaluate their own work and the work of others

## Content Description

### Content

- exploration and analysis of role and dramatic context in relation to production and performance through workshops and improvisation
- technical and performance choices when creating a drama production; such as direction, character, design, costume, lighting, sound, props
- analysis of scripts and scenarios from a production perspective
- development of and adherence to a production timeline
- communication with an audience using stylistically appropriate and relevant production skills and techniques
- the nature of the actor/audience relationship as part of the production process
- presentation of a polished piece of theatre to an audience
- responsibility for particular aspect(s) of the production (technical or performance)
- reflection on the acquisition of their own and others dramatic skills
- the process and purpose of performance
- the relationship between each production and performance role
- the ways that differing styles, forms and conventions shape and reflect attitudes and values

## Assessment Tasks

<b>Name</b>	<b>Due Date</b>	<b>Weighting</b>
Responding	30 July	30%
Performance 1	18 August	20%
Composition	17 October	30%
Performance 2	10 November	20%

## 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.

### **For meshing procedures**

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

### **For method of unit score calculation**

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

### **For procedures for calculating course scores**

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

## Achievement Standards for DRAMA T - Year 11

	<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>
<b>Making</b>	<ul style="list-style-type: none"> <li>critically analyses art practice, using the creative process to investigate and solve complex problems</li> <li>creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities</li> <li>creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>analyses art practice, using the creative process to investigate and solve problems</li> <li>creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate intended meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains art practice, using the creative process to investigate and solve familiar problems</li> <li>creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate intended meaning to targeted audiences</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>describes art practice, using the creative process to investigate problems</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate intended meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies basic features of art practice, with little or no connection to creative processes</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and weaknesses</li> <li>presents own and/or group art practice using familiar techniques to communicate messages</li> <li>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</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>evaluates the significance of art works in a diverse range of contexts</li> <li>synthesises research on theories and ideas</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a broad range of contexts</li> <li>compares and analyses research on theories and ideas</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a range of contexts</li> <li>compares and explains research on theories and ideas</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in context</li> <li>describes research on theories and ideas</li> <li>applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories and ideas</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>