

# ASPLEY STATE HIGH SCHOOL

## YEAR TEN DRAMA

### UNIT: 'BEHIND THE MASK'

STUDENT'S NAME: \_\_\_\_\_ DIMENSION: Forming

### YOUR TASK

Each student will create a mask in the African tradition that must be suitable to use for performance work.

The mask must be accompanied with a written justification of your work (approximately 500 words). This will cover the following areas:

1. Description – describe your mask and the materials and colours used. You may specifically refer to tribal traditions that influenced your design. For example, 'my mask is in the ibo tradition of Nigeria'
2. Representation - What does your mask represent? How have you tried to suggest this in your design?
3. Use – What types of ceremonies do you picture your mask being used at? What features of the mask lend itself to such rituals. For example, 'my mask has a fierce expression and would be suitable for hunting or war ceremonies'.

### THE CRITERIA

- Knowledge and understanding of mask concepts, facts and procedures
- Creation of mask and written explanation that expresses development of ideas, techniques, skills and processes.
- Reflection on class learning

<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Knowledge and understanding</b>	Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Satisfactory knowledge and understanding of concepts, facts and procedures	Variable knowledge and understanding of concepts, facts and procedures	Rudimentary knowledge and understanding of concepts, facts and procedures
<b>Creating</b>	The student demonstrates insightful and skilful creation of mask to express ideas by selecting and combining mask elements, skills and processes  Perceptive response to mask using arts elements and languages	The student demonstrates informed and effective creation of mask to express ideas by selecting and combining mask elements, skills and processes Informed response to mask using arts elements and languages	The student demonstrates relevant and competent creation of mask to express ideas by selecting and combining mask elements, skills and processes  Relevant response to mask using arts elements and languages	The student demonstrates variable creation of mask to express ideas by selecting and combining mask elements, skills and processes  Narrow response to mask using arts elements and languages	The student demonstrates minimal creation of mask using mask elements, skills and processes  Cursory response to mask using arts elements and languages
<b>Reflecting</b>	Perceptive reflection on learning	Informed reflection on learning	Relevant reflection on learning	Superficial reflection on learning	Cursory reflection on learning

Teacher's  
Comments: \_\_\_\_\_  
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