



## ASSESSMENT TASK THREE

Student Name: \_\_\_\_\_

Teacher: Mrs S. Lonsdale

Unit 2: Exposition

Task 3: Responding - Written

Field of Study: Contemporary

Length : 800 – 1000 words

Due Date:

**Task:** Your task is to write an essay in extended analytical form as a response to viewing QTC's production of "The School of Arts" by Bille Brown. The response will analyse how the dramatic languages, specifically the elements of drama (human context, time and place) and production values (set design, lighting and sound) combine with the dramatic perspective to create dramatic context and dramatic meaning. You are to evaluate the effectiveness of the dramatic meaning as it reflects the position of indigenous persons in 1960's Australian society.

### RESPONDING CRITERIA:

- **Knowledge and understanding** of the **dramatic languages**, specifically the elements of drama (human context, time and place) and production values (set design, lighting and sound) via dramatic perspective to communicate dramatic meaning and action with reference to the position of indigenous Australians.
- Analysis, synthesis, evaluation and **reflection of dramatic action to interpret dramatic meaning.**
- Demonstrated **usage of appropriate drama terminology**, references and language conventions.

### Conditions

- Length: 800 -1000 words
- Preparation: Pre/post performance discussions in class. 3 weeks class and own time
- Audience: Teacher

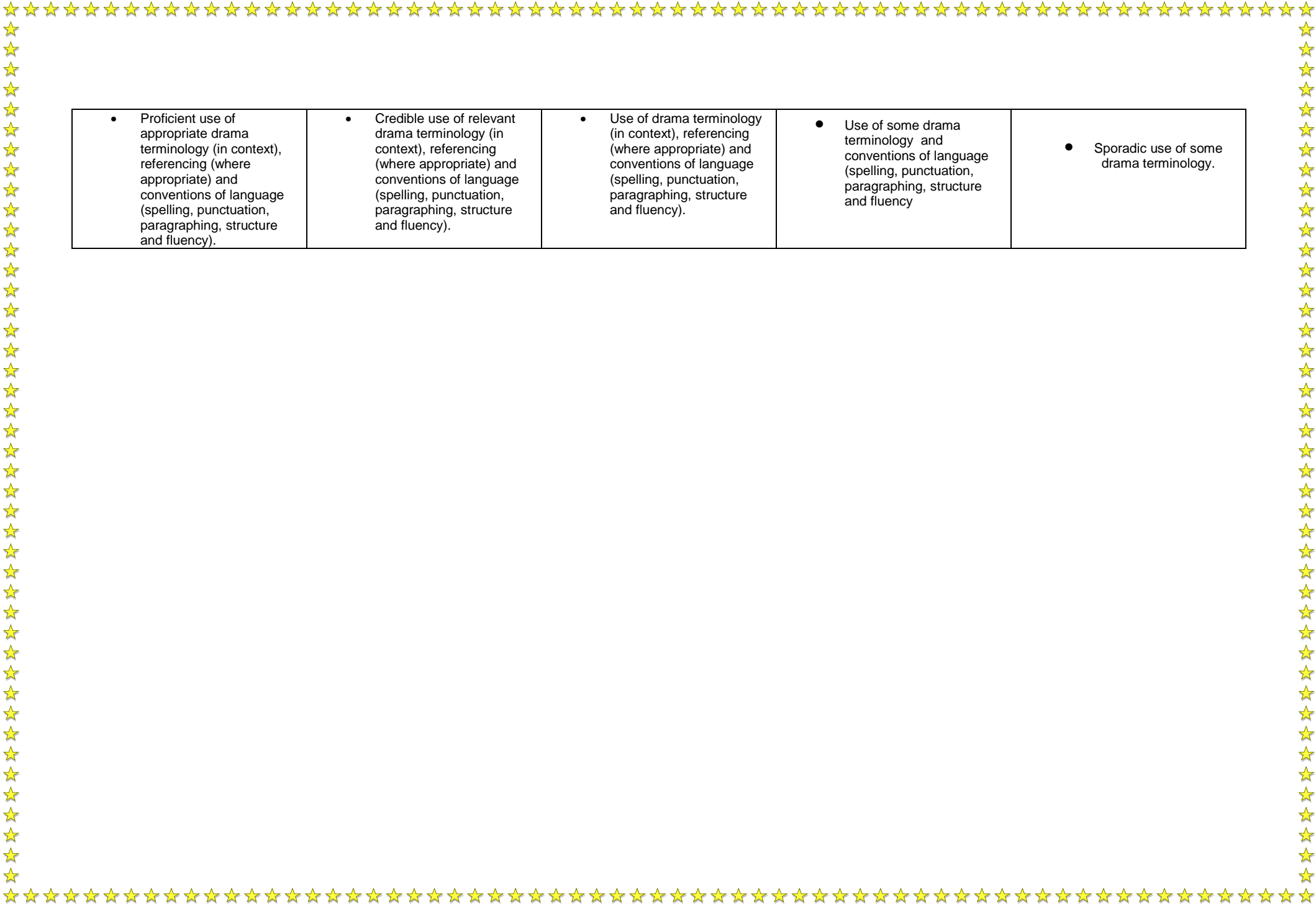
**ASPLEY STATE HIGH SCHOOL**

**YEAR ELEVEN DRAMA - UNIT TWO – EXPOSITION**

**ASSESSMENT ITEM NUMBER 3: RESPONDING**

**Essay Response to Live Theatre – Extended Analytical Writing**

<b>STANDARD A</b>	<b>STANDARD B</b>	<b>STANDARD C</b>	<b>STANDARD D</b>	<b>STANDARD E</b>
<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"><li>• Insightful communication of an informed and justified position from the performance of The School of Arts about dramatic meaning and action, coherently applying extensive knowledge and understanding of the selected dramatic languages (Elements of Drama, Conventions of Style, Skills of Performance) within the dramatic perspective of Contemporary Performance</li><li>• Critical analysis, evaluation, synthesis and reflection on dramatic action by interpreting the dramatic meaning of the performance of The School of Arts.</li></ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"><li>• Communication of a justified position from the performance of The School of Arts about dramatic meaning and action, coherently applying knowledge and understanding of the selected dramatic languages (Elements of Drama, Conventions of Style, Skills of Performance) within the dramatic perspective of Contemporary Performance</li><li>• Critical analysis, evaluation, synthesis and reflection on dramatic action by interpreting the dramatic meaning of the performance of The School of Arts.</li></ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"><li>• Communication of a viewpoint the performance of The School of Arts about dramatic meaning and action, applying knowledge and understanding of the selected dramatic languages (Elements of Drama, Conventions of Style, Skills of Performance) within the dramatic perspective of Contemporary Performance</li><li>• Analysis and evaluation of dramatic action by interpreting the dramatic meaning of the performance of The School of Arts.</li></ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"><li>• Conveys an opinion from the performance of Reflections based on some knowledge of the dramatic languages (Elements of Drama, Conventions of Style, Skills of Performance) with some knowledge within the dramatic perspective of Contemporary Performance</li><li>• Description of dramatic meaning and action of the performance of The School of Arts.</li></ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"><li>• Conveys an opinion from the performance of The School of Arts.</li><li>• Some description of dramatic action of the performance of The School of Arts.</li></ul>



<ul style="list-style-type: none"><li>• Proficient use of appropriate drama terminology (in context), referencing (where appropriate) and conventions of language (spelling, punctuation, paragraphing, structure and fluency).</li></ul>	<ul style="list-style-type: none"><li>• Credible use of relevant drama terminology (in context), referencing (where appropriate) and conventions of language (spelling, punctuation, paragraphing, structure and fluency).</li></ul>	<ul style="list-style-type: none"><li>• Use of drama terminology (in context), referencing (where appropriate) and conventions of language (spelling, punctuation, paragraphing, structure and fluency).</li></ul>	<ul style="list-style-type: none"><li>• Use of some drama terminology and conventions of language (spelling, punctuation, paragraphing, structure and fluency)</li></ul>	<ul style="list-style-type: none"><li>• Sporadic use of some drama terminology.</li></ul>
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