

YEAR 12 DRAMA

UNIT 4: RESOLUTION: *Open Endings*

**INDIVIDUAL PRACTICAL FORMING: – TASK ELEVEN**

**NAME:** \_\_\_\_\_

**WEEK DUE :** \_\_\_\_\_

**TEACHER:**

**TASK DESCRIPTION:**

- In line with industry practice, prepare to pitch designs for a scene from 'Schoolies!'.
- Have your scene selection approved approved by Mrs Lonsdale
- Prepare a design folio for your scene including a set design, costumes, essential props, suggestions fro lighting, media and sound effects.
- Sketches can be drawn by hand or by using ICTs. You may also choose to use images cut from magazines.
- It is your oral presentation, including descriptions and justifications for your designs, that are most important – not your art work!
- Use extracts from the play and scene to support your decisions
- You will need to research this style to support your decisions.
- All documentation must be included – palm cards, folio, OHTs, Powerpoint presentation.

**CONDITIONS:**

- Three weeks own and class time.
- Teacher monitoring of devising process
- Teacher feedback on draft design folio
- 6 -8 minutes – 800 – 1000 words documentation
- Resources – Internet, library collection

**FORMING CRITERIA:**

- Demonstrate a knowledge and understanding of the dramatic languages, informed by the dramatic perspectives.
- Explore and interpret ideas to create and shape dramatic action and meaning. Manage and apply the dramatic languages, experimenting and making judgements about dramatic action and meaning



**ASPLEY STATE HIGH SCHOOL *Unit Six Task Eleven***  
**YEAR 12 DRAMA UNIT 4: RESOLUTION: *Open Endings***  
**INDIVIDUAL PRACTICAL FORMING: – TASK ELEVEN**

CRITERIA	A	B	C	D	E
<p><b>FORMING involves hypothesising, experimenting and making judgements as you select, structure, create and shape dramatic action and meaning.</b></p> <p><b>This FORMING piece needs to:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate a knowledge and understanding of the dramatic languages, informed by the dramatic perspectives.</b></li> <li>• <b>Explore and interpret ideas to create and shape dramatic action and meaning.</b></li> <li>• <b>Manage and apply the dramatic languages, experimenting and making judgements about dramatic action and meaning.</b></li> </ul>	<p>Your work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Extensive knowledge and insightful understanding apparent of the interrelationship of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• Human context</li> <li>• Space</li> <li>• Mood</li> <li>• Symbol</li> </ul> </li> </ul> <p>informed by the dramatic perspectives of contemporary style</p> <ul style="list-style-type: none"> <li>• Innovative and discerning exploration of ideas evident in student devised practical demonstration to create, shape and interpret dramatic action and meaning.</li> <li>• Competent management and proficient structuring of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• human context, space, mood and symbol with insight to maximise dramatic meaning</li> </ul> </li> </ul>	<p>Your work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Thorough knowledge and a significant understanding of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• Human context</li> <li>• Space</li> <li>• Mood</li> <li>• Symbol</li> </ul> </li> </ul> <p>informed by the dramatic perspectives of contemporary style</p> <ul style="list-style-type: none"> <li>• Meaningful exploration of and experimentation with ideas evident in student devised practical demonstration to create, shape and interpret dramatic action and meaning</li> <li>• Skilful management and purposeful structuring of the following dramatic languages such as: <ul style="list-style-type: none"> <li>- human context, space, mood and symbol with insight to maximise dramatic meaning</li> </ul> </li> </ul>	<p>Your work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Evidence of knowledge and understanding of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• Human context</li> <li>• Space</li> <li>• Mood</li> <li>• Symbol</li> </ul> </li> </ul> <p>informed by the dramatic perspectives contemporary style.</p> <ul style="list-style-type: none"> <li>• Exploration of ideas evident in student devised practical demonstration to create and shape dramatic action and meaning.</li> <li>• Management and application of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• human context, space, mood and symbol with insight to maximise dramatic meaning</li> </ul> </li> </ul>	<p>Your work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Evidence of some knowledge and understanding of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• Human context</li> <li>• Space</li> <li>• Mood</li> <li>• Symbol</li> </ul> </li> </ul> <p>informed by the dramatic perspectives contemporary style.</p> <ul style="list-style-type: none"> <li>• Replication of ideas evident in student devised practical demonstration to shape elementary dramatic action and meaning.</li> <li>• Uses some of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• human context, space, mood and symbol with insight to maximise dramatic meaning</li> </ul> </li> </ul>	<p>Your work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Evidence of knowledge of a few of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• Human context</li> <li>• Space</li> <li>• Mood</li> <li>• Symbol</li> </ul> </li> </ul> <p>informed by the dramatic perspectives contemporary style.</p> <ul style="list-style-type: none"> <li>• Shapes simple dramatic action using few of the following dramatic languages such as: <ul style="list-style-type: none"> <li>• human context, space, mood and symbol with insight to maximise dramatic meaning</li> </ul> </li> </ul>

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**OVERALL RESULT IN FORMING:**

**COMMENTS:**