

YEAR 12 DRAMA

UNIT 6: RESOLUTION: *Open Endings*

RESPONDING: – TASK ELEVEN

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

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

TEACHER:

TASK DESCRIPTION: Seminar Presentation

To persuade and influence your peers on one of the following:

1. The importance of the contributions of an artsworker in the drama/theatre industry. This person could be a director, actor, dramaturg and/or playwright. Include an analysis of the significance of their contributions in terms of dramatic form, content and/or contexts. Use readings of dramatic works they have been involved with to support your argument.
2. The types of dram/theatre experiences young people in the Brisbane North area would like to participate in outside of school hours. Consider dramatic forms, content and contexts. Include the obstacles to young people's participation and provide realistic recommendations as to how these obstacles can be overcome.

CONDITIONS:

- Two weeks own and class time.
- Teacher monitoring of devising process
- Teacher feedback on draft design folio
- 6 -8 minutes – excluding examples such as readings and video evidence.
- Include all 1000 – 1200 words of documentation
- Resources – Internet, library collection

**ASPLEY STATE HIGH SCHOOL**  
**YEAR 12 DRAMA Unit 6: Resolution: Open Endings**  
**RESPONDING: – TASK ELEVEN**

<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Insightful communication of an informed and justified position about dramatic meaning and action, coherently applying extensive knowledge and understanding of the task</li> <li>• Structured presentation well, using persuasive language and visual aids.</li> <li>• Spoke convincingly, clearly and projected well</li> <li>• Critical analysis, evaluation, synthesis and reflection on the</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Communication of a justified position about dramatic meaning and action, coherently applying knowledge and understanding of the selected task</li> <li>• Competently structured presentation, using mostly persuasive language and visual aids</li> <li>• Spoke clearly with good projection</li> <li>• Critical analysis, evaluation, synthesis and reflection on</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Communication of a viewpoint about dramatic meaning and action, applying knowledge and understanding of the selected task</li> <li>• Structured presentation, using language and visual aids with some persuasive elements</li> <li>• Uses mostly effective spoken language</li> <li>• Analysis and evaluation of dramatic action by</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Conveys an opinion based on some knowledge of the dramatic languages</li> <li>• Attempted to structure presentation, using occasional persuasive language or visual aids</li> <li>• May have had some difficulties with projection or appropriate use of spoken language</li> <li>• Description of dramatic meaning and action of the</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• Conveys an opinion relating to the task</li> <li>• Attempted the presentation however it lacked structure and use of persuasive language or visual aids</li> <li>• Spoke briefly</li> <li>• Some description of dramatic meaning of the task</li> </ul>
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<p>task</p> <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>	<p>dramatic action by interpreting the dramatic meaning of the task.</p> <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>	<p>interpreting the dramatic meaning of the task</p> <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>	<p>task</p> <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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