

**Task Description**

**Part 1: Performance (30 marks)**

- In this task you will work collaboratively to create a short **Political Playbuilding Performance** based on the topic of **INJUSTICE**.
- Groups are expected to work collaboratively to brainstorm, research, devise, playbuild, structure, script, rehearse and perform their piece using:
  - Playbuilding Techniques such as Wordscapes, Sharing Lines, Monologues, Improvisation, Soundscapes, Synchronised movement, Physicalisation, Tableaux and Scene Transitions.
  - Three or more Theatrical Techniques of Bertolt Brecht and Epic Theatre such as narration, placards, song, setting (costume and props), lighting, transformational acting, character movement and voice and the alienation effect.

**Part 2: Written Reflection (10 marks)**

Students will answer the given question reflecting on their task in our Google Classroom.

***What theatrical choices to alienate audiences and create the *Verfremdungseffekt* did you make in the performance of your political issue?***

*In your answer you should discuss playbuilding techniques; Brechtian techniques and use specific examples from your performance.*

You will be using the scaffolded paragraph provided and **MUST** use examples from your performance.

**Glossary of Key Words**

• **Elements of drama**

The elements of drama are the features that give drama unique shape and form. They are interrelated and interdependent but distinct and distinguishable. They can be expressed in the following way:  
- *Role* and *character* are directed by *focus* driven by *tension*, made explicit in *time*, *place* and *situation* through the use of *space*, *structure*, *language*, *sound*, *movement*, *rhythm* and *moment* to evoke *atmosphere* and *symbol*, which together create *dramatic meaning* and *audience engagement*. Check the NESAs Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### How to Prepare

- work cooperatively with your group demonstrating a high degree of motivation, concentration and energy
- make positive and constructive contributions to the creation of plot, character and staging
- utilise improvisation to explore character and situation
- consider the elements of drama and how they will be incorporated in your performance.
- consider how any theatrical playbuilding techniques and Brechtian techniques will be incorporated.
- consider how to best use the performance space
- choose a clear structure to your piece ie: Linear Narrative, Non-Linear Narrative, Episodic Narrative, Cyclical Narrative, Chorus structure
- create effective scene transitions

### Details of Submission

**Part 1:** Students must be ready to perform their playbuilt piece in the first five minutes of the lesson. They will be performing to a given audience. All props and costumes should be ready to go. If no costume is to be worn, students must wear Drama blacks.

**Part 2:** Students must log in to our Google Classroom and complete the given question and submit electronically by 3pm the day of the task on Friday 5th April.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within **14 days** of the due date. Information on how to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection. Students can access this self-reflection form using the link: <https://forms.gle/Y9GaD7kxfnrrdHLg6>

## How does this link to my learning?

This task will allow students to demonstrate and showcase their knowledge, understanding and skills in: working collaboratively to create a playbuilt performance. Exploring a specified structure, and the application of political theatre styles and techniques. Building upon their growing confidence to be able to act with others and in character.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

## Marking Rubric

### Playbuilding Performance

<p><b>Structure and dramatic coherence</b></p> <p><i>Effective use of playbuilding techniques</i></p> <p><i>Effective use and incorporation of Brechtian techniques</i></p> <p><i>Establishing and maintaining mood and atmosphere appropriate to the style of Political Theatre</i></p> <p><i>Originality and clarity, interpretation and presentation of the topic</i></p> <p><b>INJUSTICE</b></p> <p style="text-align: right;"><b>/10</b></p>	<p><b>Performance skills appropriate to the style of Political Theatre</b></p> <p><i>Vocal: projection, clarity, tone, pitch, pace, dynamics</i></p> <p><i>Movement: control, energy, spatial awareness, dynamics</i></p> <p><i>Timing: control of delivery, responses to cues, awareness of rhythms.</i></p> <p style="text-align: right;"><b>/10</b></p>	<p><b>Sustaining and developing role/character</b></p> <p><i>Belief/conviction/energy</i></p> <p><i>Complexity/dimension</i></p> <p><i>Clarity in presentation of character or role</i></p> <p><i>Focus</i></p> <p style="text-align: right;"><b>/10</b></p>
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### Written Reflection

<ul style="list-style-type: none"> <li>• Demonstrates a response in a sophisticated and coherent manner</li> <li>• Provides an excellent reflection on the use of playbuilding and Brechtian techniques</li> <li>• Appropriate and detailed examples used from the performance</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Demonstrates a response in a coherent manner but may be lacking in detail</li> <li>• Provides a sound reflection on the use of playbuilding and Brechtian techniques</li> <li>• Relevant examples used from the performance</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Demonstrates an adequate response but may be lacking in detail.</li> <li>• Provides an adequate reflection on the use of playbuilding and Brechtian techniques</li> <li>• Some examples used from the performance</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Demonstrates a basic response in a superficial manner</li> <li>• Provides a limited understanding on the use of playbuilding and/or Brechtian techniques</li> <li>• Limited examples used from the performance</li> </ul>	1-4

**Total Mark /40**

**Comments:**