

## Drama Essay/Performance

**Due Date: Week 1, Thursday 2nd May 2024**

**Task Distributed:** Week 9

**Unit:** Australian Drama and Theatre

**Task Type:** Essay & Performance

**Weighting:** 40%

**Outcomes:** H1.2, H2.4, H3.1, H3.2, H3.3, H3.4

### Task Description

#### Part 1: Australian Drama and Theatre - Dramatic Australian Traditions - Written Essay (20 marks)

Individually you are to compose a written response to the given question in your own words with your workshop (and other) experiences.

This is an opportunity to take the work from your group performances and pre-written paragraphs from Term 1 and phrase it with your own evocative qualities and workshop experiences of your texts: "Norm and Ahmed" by Alex Buzo and "The Removalists" by David Williamson.

You must submit your response in a hard copy written, in Times New Roman, sized 12, double spaced.

#### Essay Question:

*"How are characters and settings used to stage Australian political and social ideas?"*

*In your response, refer to the TWO plays you have studied and your own experiential learning of the topic.*

#### Part 2: Scene Performance (30 marks)

Students are to rehearse and perform ONE scene from either *The Removalists* OR *Norm and Ahmed* that focuses on one of the following issues:

- *Domestic Violence/Abuse of Authority*: p19-22 ("You should see her bruises" to "I'd appreciate that, Sergeant.") 4 Actors
- *Domestic violence*: p25-27 (From the beginning of Act II to Kenny's line at the end of page 27) 2
- *Police corruption*: p55-57 ("What'd you do to him?" to "I'll say that you did it!") 2 Actors
- *Racism*: p1-3 (From the opening stage directions until Ahmed shakes Norm's hand and says "How do you do.") 2 Actors
  
- *Violence*: p8-10 ("How long were you over there?" to Norm offering Ahmed a lighter) 2 Actors
- Other options TBC with the teacher

- ✓ Your lines must be **memorised**. Prompting is permitted during the performance but should not be excessive.
- ✓ You may use simple props and costumes, but they are not required. Utilise the drama boxes provided.

### Checklist:

- I have read “The Removalists” AND “Norm and Ahmed” in their entirety.
- I understand the conventions of New Wave Theatre and the importance it played to Australian Theatre
- I have kept all my written paragraphs from class workshops up to date on Google classroom.
- I have met with my group rehearsed appropriately in class and out for our scene.
- I read and understood the question that is being asked.
- I have made good use of the stage space.
- We are using our performance skills appropriate to the style and form.
- As a group we have clearly defined roles on stage which we are able to develop and sustain.

### Details of Submission

Part 1: Students must submit a softcopy (digital version/Google Doc) on Google classroom of their written essay for Australian Drama and Theatre by the due date (Thursday 2nd May)

Part 2: Students must present their scene to a given audience in class on Thursday 2nd May. All props and costumes should be ready to go. If no costume is to be worn, students must wear Drama Blacks.

### 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 incorporates the workshops and script study that students have completed so far in Drama for Australian Drama and Theatre.
- This task will allow students to write an essay in response to a given question on their set texts “Norm and Ahmed” by Alex Buzo and “The Removalists” by David Williamson.
- Students will be assessed on their ability to demonstrate their knowledge of the topic, their ability to express a point of view and present a sustained and logical argument.
- This task will also allow students to use their performance skills to interpret and perform a scripted scene from one of their set texts “Norm and Ahmed” or “The Removalists”

### 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 Guidelines***

### **Part 1: Dramatic Traditions in Australia: Written Essay (20 marks)**

17-20	<ul style="list-style-type: none"><li>● Explains insightfully how characters and settings are used to stage Australian political and social ideas, with reference to TWO plays and experiential learning in this topic</li><li>● Provides insightful and relevant supporting evidence*</li><li>● Provides a sustained, logical and cohesive response</li></ul>
13-16	<ul style="list-style-type: none"><li>● Explains substantially how characters and settings are used to stage Australian political and social ideas, with reference to TWO plays and experiential learning in this topic</li><li>● Provides relevant supporting evidence*</li><li>● Provides a logical and cohesive response</li></ul>
9-12	<ul style="list-style-type: none"><li>● Explains generally how characters and settings are used to stage Australian political and/or social ideas, with reference to TWO plays and experiential learning in this topic</li><li>● Provides some relevant supporting evidence*</li><li>● Provides a cohesive response</li></ul>
5-8	<ul style="list-style-type: none"><li>● Outlines some aspects of how characters and/or settings are used to stage Australian political and/or social ideas, with some reference to the play(s) and/or experiential learning in this topic</li><li>● Provides a basic response with little relevant supporting evidence*</li></ul>
1-4	<ul style="list-style-type: none"><li>● Comments on some ideas that may relate to some aspect of the question</li><li>● Provides a limited response with little or no supporting evidence*</li></ul>

\* Supporting evidence may include examples, quotations, evidence from the chosen texts, real or imagined productions and/or practical experiences related to the selected topic area.

## **Marking Guidelines**

### **Part 2: Dramatic Traditions in Australia: Scene Performance (30 marks)**

25-30	<ul style="list-style-type: none"><li>- Exemplary performance skills and proficiency in control of vocal projection. Clarity, pitch, pace, dynamics, movements and timing appropriate to the selected scene</li><li>- Exemplary ability to sustain a given role/character within the context of the play</li><li>- Outstanding ability to present a highly engaging scene interpretation</li><li>- Demonstrates an excellent understanding and interpretation of the characters objectives, relationships and the performance styles that arise within the scene</li></ul>
18-24	<ul style="list-style-type: none"><li>- Highly developed performance skills and proficiency in control of vocal projection, clarity, pitch, pace, dynamics, movement and timing appropriate to the selected scene</li><li>- Highly developed ability to present an engaging scene interpretation</li><li>- Highly developed ability to sustain a given role/character within the context of the play</li><li>- Demonstrates a high understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene</li></ul>
12-17	<ul style="list-style-type: none"><li>- Sound performance skills that include variations in control of vocal projection, clarity, pitch, pace, dynamics, movement and timing appropriate to the selected scene.</li><li>- Sound ability to present the scene which engages the audience</li><li>- Sound ability to sustain a given role/character within the context of the play</li><li>- Demonstrates a sound understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene</li></ul>
7-11	<ul style="list-style-type: none"><li>- Basic performance skills that may include variations in control of vocal projection, clarity, pitch, pace, dynamics, movements and timing appropriate to the selected scene</li><li>- Basic ability to present the scene but lacking in audience engagement</li><li>- Basic ability to sustain a given role/character within the context of the play</li><li>- Demonstrates some understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene</li></ul>
1-6	<ul style="list-style-type: none"><li>- Limited use of performance skills and variations in vocal and physical characterisation</li><li>- Limited ability to present the scene with minimal audience engagement</li><li>- Portrayal of character is very limited or may play themselves</li><li>- Demonstrates little to no understanding or interpretation of the characters objectives, relationships and performance styles that arise within the scene</li></ul>