



Year 10 DRAMA

Non-Naturalistic Performance

Due Date: 29th March 2004 Week 9A
Friday

Distributed: 11 Mar 2024

Weighting: 20%

Task Type: Performance and Logbook
Submission

Syllabus Outcomes: 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3.
5.3.1; 5.3.2; 5.3.3

Unit: Dreams, Visions & Robots

Task Description

Part 1: Non-Naturalistic Playbuilt Performance (20 marks)

In groups of 4-6 you are to devise a non-naturalistic theatre performance. Your group must choose option 1 or 2 as the basis for your playbuilding.

Option 1 - 'To Sleep, Perchance to Dream'

Create a dream story in which one or more characters move from one dreamlike location to another. During the dream, the central characters confront aspects of themselves, experience memories, confront hidden fears or phobias, are tested, witness a prophetic event or are given advice.

OR

Option 2 - 'Humans, Machines and Technology'

Create a story in which one or more characters show the effects (positive and/or negative) of a world that is run by machines and technology. Your performance should resemble our world but incorporate some of the features of non-naturalistic theatre and expressionist theatre to accentuate the concerns and issues of your performance.

In your performance you should consider and include:

- The length to be approx 3-5 mins
- Costumes and Props. If not, you are to perform in theatre blacks
- A clear structure with a beginning, middle and end
- A range of elements of drama and non-naturalistic theatre techniques such as:
 - Realistic and non-realistic characters
 - Recorded sound and/or lighting to establish mood/atmosphere
 - Stylised movement and voice
 - Neutral masks for some of the non-realistic characters
 - Effective and appropriate scene transitions
 - Narration/Symbolism/Moments of stillness/Dramatic Tension

Part 2: Logbook Submission (6 marks)

Students are to submit a logbook (drama book) that documents their practical work in class and the development of their playbuilt performance.

Requirements: LOGBOOK CHECKLIST - Have you included the following in your Logbook?

- Research on dreams or the impact of technology (images, articles, poems etc)
- Logbook entries explaining how you have improvised and devised your playbuilt piece (one per lesson)
- A one page explanation of how you have incorporated non-naturalism theatre techniques into your performance

Details of Submission

Part 1: Students must present their playbuilt performance during class in front of their peers.

Part 2: Students must submit their Logbooks to the teacher before they present their performance.

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: Playbuilding and Non-Naturalistic Theatre styles. Students will demonstrate how to manipulate the elements of drama to create an original piece of theatre, select and structure ideas through improvisation and explore techniques and conventions on non-naturalistic theatre. Students will apply their acting skills to collaboratively communicate dramatic meaning. Students will also document, reflect on and evaluate the group's processes and incorporation of dramatic techniques and conventions of non-naturalistic theatre.

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

Group Performance

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates exemplary performance skills including vocal, movement and timing appropriate to the style of Non-naturalistic theatre• Demonstrates exemplary ability to realise and sustain a role and/or character• Demonstrates a clear intention through sophisticated use of non-naturalistic techniques and the elements of drama• Demonstrates innovation and flair in presenting a theatrical coherent performance which evokes a powerful audience response	18 - 20
<ul style="list-style-type: none">• Demonstrates substantial performance skills including vocal, movement and timing appropriate to the style of Non-naturalistic theatre, although some skills may be more refined than others• Demonstrates substantial ability to realise and sustain a role and/or character, although some aspects of sustaining and developing a role/character may be more refined than others• Demonstrates a clear intention through a sound use of non-naturalistic techniques and the elements of drama• Presents a coherent and largely theatrical performance that effectively engages the audience	14 - 17
<ul style="list-style-type: none">• Demonstrates adequate performance skills including vocal, movement and timing appropriate to the style of Non-naturalistic theatre which may vary in control of vocal projection, clarity, tone, pitch, pace; control of dynamics in movement; control in the delivery of lines and timing• Demonstrates adequate ability to realise and sustain a role and/or character, although variations may occur in levels of belief, energy, conviction and focus• Demonstrates some intention through adequate ability to incorporate non-naturalistic techniques and the elements of drama• Presents a generally coherent but often superficial performance that may contain some theatricality.	10 - 13
<ul style="list-style-type: none">• Demonstrates limited performance skills including vocal, movement and timing which may be inappropriate to the style of Non-naturalistic theatre• Demonstrates limited ability to realise and sustain a role and/or character, although some aspects of sustaining and developing a role/character• Demonstrates frequent inconsistencies in the use of non-naturalistic techniques and the elements of drama• Displays a limited ability to engage the audience• Presents a simplistic performance with limited coherence or theatricality	6 - 9
<ul style="list-style-type: none">• Displays minimal performance skills with little understanding of Non-naturalistic theatre• Demonstrates minimal ability to realise and role and/or character• Demonstrates minimal use of non-naturalistic techniques and the elements of drama• Displays a minimal ability to engage the audience	1 - 5
Non Attempt	0

Logbook

<ul style="list-style-type: none">• Excellent documentation of the development of the group playbuilt piece through research, logbook entries and a detailed explanation of non-naturalistic techniques utilised	6
<ul style="list-style-type: none">• Sound documentation of the development of the group playbuilt piece through research, logbook entries and an explanation of non-naturalistic techniques utilised	4-5
<ul style="list-style-type: none">• Adequate documentation of the development of the group playbuilt piece through some research, logbook entries and a general explanation of non-naturalistic techniques	2-3
<ul style="list-style-type: none">• Limited documentation of the development of the group playbuilt piece with limited evidence of research and/or logbook entries and/or an explanation of non-naturalistic techniques utilised	1

Grand Total: /30

Comments:

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation