

Scripted Drama - 'Fossils'

Due Date: Tuesday September 17th Week 9A

Task Distributed: Week 6

Unit: Scripted Drama

Task Type: Scene Performance & Written Responses

Weighting: 20%

Outcomes: 5.2.1, 5.2.2, 5.2.3, 5.3.1

Task Distributed

Part A: Scene Performance from the play 'Fossils'

In small groups 2-3, students are to choose a scene from the play 'Fossils' to rehearse and perform.

Requirements:

- The performance is to be without scripts (you must memorise your lines)
- You are to perform in a costume appropriate to your character and their situation
- You must incorporate the elements of drama into your performance
- Simple setting and props may be used
- You will perform in front of a selected audience

Part B: Written Responses

Students are to submit their written responses on Google Classroom to the following requirements:

Requirements:

1) Research your play on the internet and write in paragraphs:

- A brief summary of the plot
- Where the play is set
- The underlying themes of the play

2) Re-read over your scene and discuss the Given Circumstance:

- What time is it?
- Where does the action take place?
- What is happening in the scene?

3) Character analysis:

- Describe the character you play. (Age, gender, appearance, clothing, personality)
- How does your character feel?
- Why does he/she feel this way?
- Describe your relationship with the other characters?
- What is your main objective?

Details of Submission

Part A: Students must be ready to perform their scenes in the first five minutes of the lesson on the due date

Part B: Students must submit their written responses on Google Classroom to the teacher in the first five minutes of the lesson on the due date

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 NESA Glossary of Key Words

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

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 ask students to experience, understand, enjoy and value drama as a social, collaborative and creative artform
- This task will ask students to utilise their understanding of the elements of drama and apply their acting techniques to a scene performance from a scripted play
- This task will ask students to respond, reflect on and analyse the plot, setting and themes of the scripted play in a theatrical context. As well as the given circumstance of their chosen scene and an analysis of their 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.

Part A: Scene Performance**Marking Guidelines**

| | |
|---|----------------|
| <ul style="list-style-type: none">● Demonstrates excellent performance skills including vocal, movement and timing appropriate to the scene● Demonstrates the ability to realise and sustain a role● Demonstrates an excellent interpretation of the scene through the use of the elements of drama which is engaging to the audience● Excellent commitment and focus throughout the performance with knowledge of their lines and script | 18 - 20 |
| <ul style="list-style-type: none">● Sound performance skills including vocal, movement and timing appropriate to the scene● Demonstrates a sound ability to realise and sustain a role● Demonstrates a sound interpretation of the scene through the use of the elements of drama which is engaging to the audience● Sound commitment and focus throughout the performance with knowledge of their lines and script | 15 - 17 |
| <ul style="list-style-type: none">● Adequate performance skills including vocal, movement and timing appropriate to the scene● Demonstrates adequate ability to realise and sustain a role but lacking in believability● Demonstrates an adequate interpretation of the scene through which may use some elements of drama to engage the audience● Adequate commitment and focus throughout the performance but may lack knowledge of their lines and script | 10 - 14 |
| <ul style="list-style-type: none">● Limited performance skills including vocal, movement and timing appropriate to the scene● Demonstrates limited ability to realise and sustain a role● Demonstrates a limited interpretation of the scene through the use of the elements of drama lacking in audience engagement● Limited commitment and focus throughout the performance, lacking in the knowledge of their lines and script | 6 - 9 |
| <ul style="list-style-type: none">● Minimal performance skills performance skills including vocal, movement and timing appropriate to the scene● Minimal ability to realise and sustain a role● Superficial interpretation of the scene and minimal use of the elements of drama● Minimal commitment and focus throughout the performance● Minimal knowledge of lines and script | 1 - 5 |

Total : /20**Comments:**

Part B: Written Responses**Marking Guidelines**

| | |
|--|--------------|
| <ul style="list-style-type: none">● Excellent research and understanding of the play's plot, setting and underlying themes● A sophisticated discussion into the given circumstance of your scene● Excellent analysis of your character with detailed examples given | 14-16 |
| <ul style="list-style-type: none">● Sound research and understanding of the play's plot, setting and underlying themes● Sound discussion into the given circumstance of your scene● Sound analysis of your character with relevant examples given | 10-13 |
| <ul style="list-style-type: none">● Adequate research and understanding of the play's plot, setting and underlying themes● Adequate discussion into the given circumstance of your scene but lacking in detail● Adequate analysis of your character but lacking in relevant examples | 7-12 |
| <ul style="list-style-type: none">● Limited research and understanding of the play's plot and/or setting, and/or underlying themes● Basic discussion into the given circumstance of your scene● Basic analysis of your character. Lacks detail. Limited examples given | 1-6 |

Total : /16

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 |

Total: / 4