



Year 11, DRAMA

'Ruby Moon' Performance & Design Folio

Due Date: Monday 22nd June, 2022 Week 10A

In class - Period 5 into P6

Task Distributed: 12/5/26 Term 2

Unit: 'Ruby Moon' & The Elements of Production

Task Type: Performance & Design Folio

Weighting: 30%

Outcomes: P1.1, P1.4, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3

Task Description

Part A: PERFORMANCE

In pairs, you are to rehearse and present a scene from the play '*Ruby Moon*'. Your performance should indicate your understanding of the play and the performance styles of Realism, Magical Realism and Absurdism studied this term.

- Your performance should be approx. 5 - 8 minutes in length
- Your performance must utilise appropriate use of the elements of drama
- The performance is to be without scripts
- Costumes and props may be used

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

- I have read the play 'Ruby Moon'
- I have chosen the scene from the play I will be performing
- rehearse your scene in class time and work cooperatively with your partner demonstrating a high degree of motivation, concentration and energy
- consider how to best use the performance space.

PART B: Element of Design Folio

In this part of the task you are to choose ONE of the four design options to complete in reference to the play *'Ruby Moon'*. You will also write a 200 word rationale to submit with this project. Your rationale should include which design option you have chosen and why as well as an explanation of your interpretation of the play realised through your design concept/vision.

The choices below are all possibilities for an Individual Project that is part of the HSC course. Online you will find more information and examples of each target area.

Choose ONE of the following options:

Option 1: Costume Design

You are to create 2 official renderings (costume designs on board) for 2 characters from the play *'Ruby Moon'*. You will need to consider all characters within the play - and how their costume can realistically come together. The designs are to be presented in an A3 size and should have fabric swatches and a clear description of where the costume would be seen in the play - with a line of dialogue to match the moment.

OR

Option 2: Set Design

You are to create a 3D model of the set for the play *'Ruby Moon'*. The scale of your model needs to be 1:25 metric scale. You need to ensure you have appropriate materials and a clear design concept and vision. You are creating the world of the play, which needs to be realistic in its vision.

OR

Option 3: Poster and Program

You are to create: - An A3 poster that is primarily visual with an image that functions to provide information at a distance. The general style and tone of the play, *'Ruby Moon'* should be obvious from looking at the poster. There should be a balance of both image and text.

- An A4 program for a production of *'Ruby Moon'* which includes a cover with a design concept related to the poster. The program should include a cast list with a photo and biography of the director/playwright. This will be in the format of a brochure with 4 pages that will be printed on A4 colour double sided paper. You should use past examples from real theatre companies as a template.

OR

Option 4: Video Drama

You are to create a short film/trailer which advertises the play *'Ruby Moon'*. This will involve knowing and understanding the play, being able to cast actors to play the parts and allowing enough time to film and a basic knowledge of media technology. Your video needs to be approximately 3 minutes in length and submitted as a digital file on a USB.

Glossary of Key Words

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How to Prepare

- I have read the play 'Ruby Moon'
- I have chosen the scene from the play I will be performing
- rehearse your scene in class time and work cooperatively with your partner demonstrating a high degree of motivation, concentration and energy
- consider how to best use the performance space.
- I understand the role/design project option I have chosen and consulted with Mrs Godwin
- I have written a 200 word rationale for my design project on the play 'Ruby Moon', that includes why I have chosen this option and the choices I made during the creation of the project.

Details of Submission

Part A: Students must be ready to perform their scene from 'Ruby Moon' in the first five minutes of the lesson on the due date. 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 B: Students must submit their design project and their written rationale on the due date at the start of the lesson.

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:
Building upon their studies of realism and a range of non-naturalistic performance styles within the play 'Ruby Moon'. Further developing their acting skills in order to interpret and sustain a character. Manipulating the elements of drama to create an engaging, insightful interpretation of the play. Learning about the elements of production and the role of the designer in Theatre. Creating a design project for the prescribed text 'Ruby Moon' to give a taster of Individual Project options in the HSC course.

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 A: Scene Performance from 'Ruby Moon' (20 marks)

18 - 20	<ul style="list-style-type: none"> - Highly developed performance skills and proficiency in control of vocal projection, clarity, pitch, pace, dynamics, movement and timing appropriate to the selected scene - Highly developed ability to present an engaging scene interpretation - Highly developed ability to sustain a given role/character within the context of the play - Demonstrates a high understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene
15 - 17	<ul style="list-style-type: none"> - Sound performance skills that include variations in control of vocal projection, clarity, pitch, pace, dynamics, movement and timing appropriate to the selected scene. - Sound ability to present the scene which engages the audience - Sound ability to sustain a given role/character within the context of the play - Demonstrates a sound understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene
10 - 14	<ul style="list-style-type: none"> - Adequate performance skills that may include variations in control of vocal projection, clarity, pitch, pace, dynamics, movement and timing appropriate to the selected scene. - Adequate ability to present the scene which at times may engage the audience - Adequate ability to sustain a given role/character within the context of the play - Demonstrates an adequate understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene
6 - 9	<ul style="list-style-type: none"> - Basic performance skills that may include variations in control of vocal projection, clarity, pitch, pace, dynamics and/or movements and timing appropriate to the selected scene - Basic ability to present the scene but lacking in audience engagement - Basic ability to sustain a given role/character within the context of the play - Demonstrates some understanding and interpretation of the characters objectives, relationships and performance styles that arise within the scene
1 - 5	<ul style="list-style-type: none"> - Limited use of performance skills and variations in vocal and physical characterisation - Limited ability to present the scene with minimal audience engagement - Portrayal of character is very limited or may play themselves - Demonstrates little to no understanding or interpretation of the characters objectives, relationships and performance styles that arise within the scene

Marking Guidelines

Part B: Design Folio for 'Ruby Moon' (20 marks)

COSTUME DESIGN

18 - 20	<ul style="list-style-type: none">- Demonstrates a sophisticated interpretation of the play realised in an original, imaginative and unified costume design concept/vision- Presents innovative and evocative use of colours textures and fabrics to deliberately enhance dramatic meaning for each costume- Demonstrates a sophisticated understanding of each of the characters and scenes- Presents evocative support material for the project for each costume with sketches and descriptions that enhance or extend the concept
15 - 17	<ul style="list-style-type: none">- Demonstrates an effective and appropriate interpretation of the play realised through costume design concept/vision containing some imagination, unity and flare- Presents an effective use of colour textures and fabric types to support dramatic meaning for each costume- Demonstrates a substantial understanding on each of the characters and scenes- Presents appropriate support material for the project for each costume with sketches and descriptions that inform the concept
10 - 16	<ul style="list-style-type: none">- Demonstrates an adequate but perhaps superficial interpretation of the play realise through a costume design concept/vision which varies inconsistency, unity and appropriateness- Presents adequate use of some but not all of the Elements of colour, texture and fabric types to support dramatic meaning- Demonstrates some understanding of each of the characters and scenes- Presents some support material for each costume with adequate or inconsistent sketches and descriptions
6 - 9	<ul style="list-style-type: none">- Demonstrates a limited understanding of the play through a partially realised costume design concept/vision- Presents a limited awareness or use of the Elements of colour, texture and fabric types but is unable to manipulate these appropriately to support dramatic meaning- Demonstrates a simplistic understanding of each of the characters and scenes- Presents limited support material for each costume with insufficient or inappropriate sketches and descriptions
1 - 5	<ul style="list-style-type: none">- Demonstrates a partial or irrelevant design concept/vision and/or does not meet minimal requirements for selection of characters or scenes- Presents little use of colour, texture or fabric type appropriate to each costume- Demonstrates minimal ability to present a design concept/vision. Renderings are only superficially completed or are executed with this or care or detail- Presents little or no support material for each costume with minimal or no sketches or descriptions

Marking Guidelines

Part B: Design Folio for 'Ruby Moon' (20 marks)

SET DESIGN

18 - 20	<ul style="list-style-type: none">- Demonstrates a directional interpretation that is a sophisticated visualization of the whole play realised in an original imaginative and unified scene design justified within the context of the theatre- Demonstrates Innovation and dramatic effectiveness in the use of stage space, texture colour and composition to enhance dramatic meaning- Demonstrates an exemplary ability to realise the design concept/vision in the construction and presentation including precision in modelling skill and use of evocative materials and scenic designs
15 - 17	<ul style="list-style-type: none">- Demonstrates an effective directional interpretation of the whole play realised with some imagination and creativity in the scenic design concept/vision and reasonably justified within the context of the theatre- Demonstrates dramatic effectiveness in the use of stage space, texture, colour and composition to create dramatic meaning- Demonstrates a substantial ability to realize that design concept vision in the construction and presentation including good modelling skills and use of appropriate materials and scenic designs
10 - 16	<ul style="list-style-type: none">- Demonstrates a superficial but adequate interpretation of the whole play realised with variation in consistency of the scenic design concept/vision- Demonstrates reasonable use of some but not all the elements of stage space, texture, colour and composition to support dramatic meaning- Demonstrates an adequate ability to realize the design concept/vision in the construction and presentation including modelling skills and materials
6 - 9	<ul style="list-style-type: none">- Demonstrates an incomplete response to developing an overall scenic design concept vision for the whole play with little understanding of a theatrical context- Presents a limited often incomplete realization of the scenic requirements. The scenic design may focus on only a portion of these requirements- Demonstrates limited ability to realize the design concept in the construction and presentation including modeling skills and use of scenic design materials
1 - 5	<ul style="list-style-type: none">- Demonstrates little understanding of a scenic concept vision and/or does not meet the minimal requirements- Demonstrates minimal realisation of design and elements and/or scenic requirements- Demonstrates minimal ability to realize the design concept/vision including modeling skills and use of design materials

Marking Guidelines

Part B: Design Folio for 'Ruby Moon' (20 marks)

POSTER AND PROGRAM DESIGN

18 - 20	<ul style="list-style-type: none">- Demonstrate a sophisticated interpretation of the play realised with originality, clarity and Integrity in the design concept/vision- Presents a sophisticated use of visual and textual elements to communicate the design concept vision- Demonstrates a sophisticated understanding of the purpose of each item of visual promotional material- Demonstrate sophistication and flare in written material to communicate the design concept/vision of the play to its target audience
15 - 17	<ul style="list-style-type: none">- Demonstrates and effective interpretation of the play realised with some imagination and unity in the design concept vision- Presents an accomplished use of visual and textual elements to communicate the design concept/vision- Demonstrates a substantial understanding of the purpose of each item of visual promotional material- Demonstrates substantial ability in using written material to communicate the design concept/vision to its target audience
10 - 16	<ul style="list-style-type: none">- Demonstrates and appropriate but superficial interpretation of the play realised through a design concept/vision- Presents an adequate use of visual and textural elements to communicate the design concept/vision- Demonstrates a working knowledge of the purpose of the visual promotional material which varies in understanding for each item- Demonstrates an adequate ability in using written material to communicate the design concept vision to its target audience
6 - 9	<ul style="list-style-type: none">- Demonstrates a limited interpretation of the play conveyed through an unsustained, simplistic design concept/vision- Presents an inconsistent or inappropriate use of visual and textual elements to convey the design concept/vision- Demonstrates a limited understanding of the purpose of each item of visual promotional material- Demonstrates a limited ability to use written material to communicate the design concept/ vision to its target audience
1 - 5	<ul style="list-style-type: none">- Demonstrates little or no interpretation of the play- The design concept/vision is partially realised or irrelevant- Demonstrates minimal understanding of the purpose of each item of visual promotional material- Demonstrates minimal ability in using vision material to communicate the design concept/ vision to its target audience

Marking Guidelines

Part B: Design Folio for 'Ruby Moon' (20 marks)

VIDEO DRAMA

18 - 20	<ul style="list-style-type: none">- Presents a sophisticated directorial vision that demonstrates originality, clarity and unity in the narrative structure- Uses highly effective production elements such as live sound, location, lighting, costume and casting- Demonstrates a sophisticated ability to create the dramatic meaning of the short film/trailer through effective control of editing, sound and post-production effects
15 - 17	<ul style="list-style-type: none">- Presents an effective directorial vision and a largely coherent and original narrative structure with some inconsistencies- Uses effective production elements such as live sound, location, lighting, costume and casting- Demonstrates substantial ability to create the dramatic meaning of the short film/trailer through control of editing, sound and post-production effects
10 - 16	<ul style="list-style-type: none">- Presents a generally coherent directorial vision that may have a predictable, inconsistent or superficial narrative structure- Uses appropriate production elements such as live sound, location, lighting, costume and casting although the quality of these elements may vary- Demonstrates adequate ability to create the dramatic meaning of the short film/trailer through some control of editing, sound and post-production effects
6 - 9	<ul style="list-style-type: none">- Presents a limited directorial vision that has a simplistic, inconsistent or unclear narrative structure- Limited or inappropriate use of production elements such as live sound, location, lighting, costume and casting- Demonstrates limited ability to create the dramatic meaning of the short film/trailer through editing, sound and post-production effects
1 - 5	<ul style="list-style-type: none">- Presents an incoherent narrative structure that demonstrates minimal skill in the use of dramatic elements- Demonstrates minimal ability to control the camera and the action, and use production elements such as live sound, location, lighting, costume and casting- Demonstrates minimal ability to create the dramatic meaning of the short film/trailer through editing, sound and post-production effects