

Internal Assessment Resource

Drama Level 2

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| This resource supports assessment against:Achievement Standard 91216 Version 3Use complex performance skills associated with a drama or theatre form or period |
| Resource title: The Greatest of All Art Forms |
| 4 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | February 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-02-2015-91216-03-5457 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Drama 91216: Use complex performance skills associated with a drama or theatre form or period

Resource reference: Drama 2.4B v3

Resource title: The Greatest of All Art Forms

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Drama 91216. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

*I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.*

Oscar Wilde

This activity requires students to use complex performance skills associated with ancient Greek tragedy or ancient Greek comedy in a performance.

It is not expected that schools will have authentic Greek masks. A half mask may be used for this assessment to allow for voice projection and for students to demonstrate mask protocol.

It is possible to substitute another drama/theatre form in this task, for example Epic theatre, restoration comedy, Noh drama, or comedy of manners.

This assessment task could form part of a larger teaching unit based on a topic such as past and present, theatre in society, our changing world, divine performance, or the chorus in theatre.

*Prior learning*

Before beginning the assessment task, provide opportunities for your students to explore the history and practice of ancient Greek theatre. Include as many opportunities as possible for reading plays written in this style and viewing performances on film, video, online, or live. Students could participate in practical workshops exploring the features of Greek drama such as presentational mode of acting, heightened voice, mask work, choral movement and the use of voice in chorus.

Also allow time to identify and discuss the features of ancient Greek tragedy or comedy (or your chosen drama/theatre form).

They may be categorised under the following headings:

* The size and use of the stage and/or space
* The relationship between the actor and the audience
* The use of movement, voice, and body techniques associated with ancient Greek theatre
* The use of language and rhythm
* Conventions particular to this theatre form
* Use of a singing-dancing chorus
* Use of mask and mask protocol.

Conditions

Students will work in groups but will be assessed individually.

Guide them through the task. There should also be an opportunity for the sharing of work with other groups and for peer formative assessment.

Students will work on the preparation for the assessment tasks over five to seven weeks, in and out of class.

Students will submit supporting evidence, including a brief statement of intention, a list of the features used that involve complex performance skills, and a rationale for the use of those skills. However, the focus of the assessment is the demonstration of the complex skills in performance and not the supporting evidence, which merely augments the evidence. Each student must identify their own use of complex skills, not those of group members.

The performances should take place before an audience and under performance conditions. (The audience could be other class members or an invited audience.)

Performances must be filmed for moderation purposes.

Resource requirements

* Resources concerning the history and development of ancient Greek theatre, including tragedy or comedy
* Scripts, or extracts from scripts, of ancient Greek tragedy or comedy
* Masks or mask-making equipment
* Films and video examples of ancient Greek tragedy or comedy performances, including links to relevant video-sharing websites.

Additional information

Suggested plays for tragedy include Antigone or Oedipus by Sophocles or Medea by Euripides.

Suggested plays for comedy include The Frogs or Lysistrata by Aristophanes.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Use complex performance skills associated with a drama or theatre form or period. | Skilfully use complex performance skills associated with a drama or theatre form or period. | Effectively use complex performance skills associated with a drama or theatre form or period. |

Student instructions

Introduction

This assessment activity requires you to use complex performance skills associated with ancient Greek tragedy or comedy in an extract from an ancient Greek play, which may include some chorus.

You will work in groups, but you will be assessed individually. The performance will be filmed.

You will be assessed on how effectively you use complex performance skills associated with ancient Greek tragedy or comedy.

You will need to perform to an audience in the style of ancient Greek theatre.

Task

*Choose an extract*

With your group, choose an extract from an ancient Greek tragedy or comedy for your performance. Your teacher may provide a selection for you to choose from. The extract should be long enough to enable each of you to perform a range of features that involve complex performance skills of your chosen form.

Explore the physical aspects of this extract.

* Make sure you understand the meaning of the lines you are saying and explore how you might convey the words and images in those lines through physical actions. Think about the rhythm and pace of the lines and use movement to enhance this.
* Consider use of projection for voice as opposed to increased volume.
* Think about the use of heightened word emphasis, clear diction, varied tonal qualities, along with the pace and tempo of the lines and lyrical passages.
* Consider the tremendous size of the Greek amphitheatre and the use of controlled, large, simplified movement, and restrained, lifelike but expansive gestures.
* Consider how the use of the mask can be used in relationship to the audience, and how costume affects the movement and gestures of the ancient Greek actor.
* Find out about the role of the chorus within the play and use this to inform how you say the lines and how you move.
* Work with circular space as used in the ancient Greek theatre. Consider the presentational mode of acting and the use of face on, one quarter and profile positions on stage.
* Block and plot your moves, taking this into account.

When you are using masks, practise mask protocol and wearing your mask while performing. A half mask may be used for this assessment.

Think about whether props and costumes will help you perform the features of ancient Greek theatre. Make or source these as necessary.

*State your intention and list the features you will use that involve complex performance skills*

The assessment will focus on your performance, but you will also need to provide written evidence to support your performance of the features of ancient Greek theatre and the complex performance skills that you used to exemplify them.

Write a brief statement of intention outlining your role and the time, place, situation, and action and explaining what you want to communicate to the audience through your performance.

* Who is your character and what is your status?
* How will you make clear the time and period of the play?
* What is the situation in the scene?
* What are your relationships with the other characters?
* How might the audience and/or the chorus respond to the order of events or the action in the scene?
* Write a list of features of ancient Greek tragedy or comedy that you (yourself, not other group members) are using that involve complex performance skills.
* Include the reason you will be using those skills (the intended effect) and how their inclusion will enhance your performance.

*Rehearse the extract*

During the rehearsal process, share your ideas and show your work to your teacher and to other groups. Feedback from them can help to make your work better.

Work on your timing, energy, and focus. Make strong use of projection and ensure that there is a variety in body movement and voice in the performance of the chorus. Concentrate on sustaining your role, and the style of the play, throughout the performance. Think about the appropriate physicality of the different roles and perform them accordingly.

Use complex performance skills associated with ancient Greek tragedy or comedy to enhance your performance and aim to work with competence, control, and a sense of purpose. Your actions need to be convincing, sustained, capturing the essence of the dramatic context with impact.

Watch the work of another group or groups and give them feedback on:

* the features you saw them use
* the features that worked well, those that needed more work, and those that did not work at all (give reasons)
* the presentational mode of acting and the use of mask to relate the mood of the character to the audience
* any other ideas to consider.

*Perform*

Perform your extract to an audience of your classmates and teacher, or to an invited audience. It will also be filmed.

Assessment schedule: Drama 91216 The Greatest of All Art Forms

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has used complex performance skills associated with a drama or theatre form or period.To do this, they have:* performed an extract from an ancient Greek play demonstrating physical and historical conventionswith layers of meaning or a level of abstraction to convey the intention of the dramatic context and to support it in performance, for example:

*The student performs as Antigone in an extract from* Antigone *and uses:* * *heightened restraint in her movements as Antigone, using simplified, broad movements appropriate to the situation*
* *her voice in a heightened, almost declamatory style*
* *face on, one quarter and profile positions on stage, which supports the use of mask*
* *the small raised area upstage appropriately to her role*
* *posture and movement appropriately to communicate the role*
* *mask protocol appropriately*
* provided supporting evidence showing their intentions for their performance and the features involving complex performance skills demonstrated in the performance.
 | The student has skilfully used complex performance skills associated with a drama or theatre form or period.To do this, they have:* performed an extract from an ancient Greek play working with competence, control and a sense of purpose
* demonstrated the sustained use of complex performance skills to support the dramatic context of the performance, for example:

*The student performs as Antigone in an extract from* Antigone *and uses:* * *heightened restraint in her movements as Antigone, using simplified, broad movements largely in the upper half of the body, which support the text and context*
* *presentational mode and uses face on, one quarter and profile positions on stage, which supports the competent use of mask to establish the audience’s focus*
* *her voice in a heightened, almost declamatory style, using clear diction*
* *tone of voice that supports the text and the action of the scene*
* *the divided stage space by remaining on the small raised area upstage in order to support the character’s status*
* *truthful characterisation, though somewhat larger than life, sustaining focus, competence, control, and a clear sense of purpose in the performance*
* *appropriate mask protocol, with control and a sense of purpose, to draw out the mood of the character.*
* provided supporting evidence showing their intentions for their performance and the features involving complex performance skills demonstrated in the performance.
 | The student has effectively used complex performance skills associated with a drama or theatre form or period.To do this, they have:* performed an extract from an ancient Greek play presenting work convincingly, capturing the essence of the dramatic context with impact, and using complex performance skills to enhance the performance, for example:

*The student performs as Antigone in an extract from* Antigone *and uses:* * *effective heightened restraint in her movements as Antigone, using simplified, broad movements to draw out the idealised characterisation of the form, largely in the upper half of the body and with a rhythmic or flowing quality*
* *largely presentational mode and uses face on, one quarter and profile positions on stage purposefully to manipulate the audience’s focus and support the impact of mask use*
* *her voice in a heightened, almost declamatory style to draw out the key emotional or lyrical moments through the careful manipulation of tone and rhythm*
* *precise diction and heightened word emphasis to enhance the communication of key ideas*
* *manipulation of the stage configuration to communicate the status and emotion of their role, staying on the raised area but frequently appealing to the chorus*
* *truthful and convincing characterisation, though somewhat larger than life*
* *sophisticated mask protocol, using head movement and gesture, to draw out the mood of the character and relate this to the audience.*
* provided supporting evidence showing their intentions for their performance and the features involving complex performance skills demonstrated in the performance.
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.