

# HSC DRAMA

## Individual

## Project



**Student Number:** \_\_\_\_\_

**Project, Project Title:** \_\_\_\_\_

**Text Choice:** \_\_\_\_\_

## About the Individual Project

The individual project is a mandatory component of the **HSC Drama Course** and you will work on throughout the course. Particular attention needs to be paid to the word **INDIVIDUAL** – it is **your** project; not the teacher's or anybody else's. You are expected to work on your chosen project in your own time and check in with your teach at regular intervals. **The individual project is worth 30% of your HSC mark.**

### Project Choices:

- *Promotional Design*
- *Critical Analysis*
- *Monologue*
- *Set Design*
- *Lighting Design*
- *Costume Design*
- *Theatrical Critique*

You need to spend the first couple of weeks of the course deciding what project you will complete, you will then need to have your IP Contract signed and your preliminary ideas ready for assessment for the first task.

**Note:** for more information and detailed marking criteria please refer to Board of Studies documentation available to download from [www.taylorlhs.weebly.com](http://www.taylorlhs.weebly.com), Moodle and the BOS website.

## Where to Start

- **BEGIN TO READ PLAYS** – If doing a project, choose three off the list and read them. Ask yourself, is this text going to allow me to complete my project to the best of my ability and show off my skills in this area? Some texts lend themselves to certain projects more than others. After each reading write a logbook entry. Date it. Find some background information on each play and stick it in. If you get ideas, draw them or write them down. It doesn't have to be long but write something!
- **WHAT ARE YOUR ROLES AND RESPONSIBILITIES** – What is the pre-production, production and post-production responsibilities of your particular project? How does an actor prepare for a role? Where should a scriptwriter start? You can use your notes from Yr 11 or the attached book list. I have a couple of books that specifically focus on this that I direct kids to find, borrow and photocopy from.
- **DECIDE ON YOUR PLAY** (if doing a project) – This is to be done no later than Week 10, Term 4. Performers should have a selection of 4-5 monologues they are considering performing.
- **RESEARCH** – Find information on the following:
  - The playwright
  - The play
  - The issues, ideas, themes in the play
  - Examples/clips from previous productions.
  - Poster/Promotion people you will need to choose a theatre company also.

Stick all of this in your logbook and date it. Write a logbook entry about anything that stood out to you. If reading this gives you ideas or inspiration, stick these in, draw them and make a note of how they link to the text.

## IP CONTRACT

Student Name: \_\_\_\_\_

Project Choice: \_\_\_\_\_

Agreement: *I understand the requirements of chosen project and that I will be required to submit or present detailed ideas for the first HSC Assessment Task and that I will then be assessed for progress made in the second task. I agree to commit to my project and understand that this project is my responsibility and that I must be working on it outside of class time.*

Additional information : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### Important Information:

- **PROJECT STATEMENT/INITIAL LOGBOOK ENTRY** – A short explanation of how you came to the decision to do the project you have chosen, what you are aiming to achieve and why. Focus on the decisions you have made.
- **LOGBOOK CHECKLIST** – Stick this in and tick it off when done. Date and sign when each item is done.
- **PROJECT REQUIREMENTS** – Photocopy and stick in the requirements for your project from the HSC Assessment handbook you were given. If doing a project, stick in the text list. I make a text list summary with brief synopsis to give kids a bit of an idea as to what each play is about and I also photocopy the actual syllabus and refer back to it constantly.
- **CONSULTATION SCHEDULE** – I use my timetable and match my free periods to that of my students to meet individually with them for about 15 minutes each week. If necessary I see them before or after school or during lunch time. Each student gets a copy of the consult schedule and I also stick it up in the classroom. Another suggestion that I was given was to allocate one afternoon only to the IP and students come and go within that time period to present what they have done so far. Remember, there is no class time allocated to the IP by the syllabus. Stick this in and ensure you are committing to your meeting time each week. I then keep a record of what was discussed in my own logbook. There is a template that is downloadable from Schools Online. After each consultation you should write a logbook entry. Date everything.

## INITIAL LOGBOOK ENTRY (for IP)

You must keep a **separate IP Logbook** to what you use for notes. Complete the following scaffold as your first Logbook Entry. **MUST BE COMPLETED FOR FIRST ASSESSMENT!**

I have chosen to complete \_\_\_\_\_ for my Individual Project. I believe this project matches my strengths the best because:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The script/play that I have chosen to use for this project is \_\_\_\_\_.

I have chosen this text because:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The three key themes/ideas in the text are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I have ideas about how I can communicate these themes to the audience in my project, these ideas include:

THEME	COMMUNICATE WITH ELEMENTS OF DRAMA	COMMUNICATE WITH PRODUCTION ELEMENTS

## Logbook Checklist (IP)

For your first assessment you will be expected to have made significant progress on your IP. As a MINIMUM you should have completed at least the following Logbook entries.

- Initial Logbook Entry (see previous page).
- Research – significant research into previous productions, the playwright, the social and cultural context of the setting, etc.
- Brainstorming – brainstorming about how you can communicate dramatic meaning based on your research.
- Character map – information about the character, the relationships, the objectives and subtext of the character’s world.
- Personal response – your personal opinion of the text, what parts do you like/dislike, how will you ensure your design/performance makes sense to the audience.
- Relevance – why is this text relevant to a modern audience? How will you make it relevant to your audience? Consider the social, political and social concerns of the text and link them to your audience’s context.