

## HSC Drama

### Developing the Individual Project

# PERFORMANCE

- Notes from the Marking Centre
- Marking Criteria
- Interpreting the Marking Areas:
  - Performance Skills
  - Role/Character
  - Structure & Coherence

# Notes from the Marking Centre

## Individual Project: Performance

Characteristics of stronger individual performances:

- well-rehearsed, complete and clear theatrical journeys for their characters were presented, derived from a thorough action/objective analysis of the text
- an understanding of the role of the audience in the performance was demonstrated and that relationship was manipulated
- an understanding of the conventions of the style adopted for the performance was demonstrated
- characters were realised in each moment with absolute conviction, clarity and truth
- dramatic elements such as rhythm, pace, timing, mood, atmosphere and dramatic tension were effectively utilised
- pieces that suited the performance skills, abilities and strengths of the candidates were selected.

Characteristics of weaker individual performances:

- performances were presented with little theatricality, and were often simplistic and without a clear or complete theatrical shape or structure
- scripts demonstrated minimal or no analysis of dramatic elements, including moments and turning points
- little or no awareness of the audience was demonstrated
- an over-reliance on song, dance or production elements, for example music, lighting effects and props
- lack of spatial awareness, which resulted in unmotivated movement, aimless wandering or inappropriate use of the space
- one-dimensional, unmotivated characters with little internal or external energy or belief were presented
- scripts from film or TV were presented without theatricality
- scripts or improvised pieces that demonstrated a lack of directorial choices were used.

# Marking Criteria

## *Individual Project: Performance*

### **Criteria for examining Individual Project: Performance**

- Performance skills appropriate to the style or form
- Sustaining and developing role/character
- Structure and dramatic coherence.

### ***Assessment Criterion 1: Performance skills appropriate to the style or form (10 marks)***

#### ***The assessment of this criterion focuses on the following aspects as appropriate***

- Vocal Dynamics: projection, clarity, tone, pitch, pace
- Movement Dynamics: control, energy, spatial awareness
- Timing: control of delivery, responses to cues, awareness of rhythms.

*Outcomes assessed: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3*

### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates exemplary performance skills including vocal, movement, and timing appropriate to the style or form	9–10
• Demonstrates substantial performance skills including vocal, movement, and timing appropriate to the style or form, although some skills may be more refined than others	7–8
• Demonstrates adequate performance skills including vocal, movement, and timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, pace, dynamics; control of energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing	5–6
• Demonstrates limited performance skills including vocal, movement, and timing which may be inappropriate to the style or form	3–4
• Demonstrates minimal performance skills with little understanding of style or form	1–2

**Assessment Criterion 2: Sustaining and developing role/character (10 marks)**

*The assessment of this criterion focuses on the following aspects as appropriate*

- Belief/conviction/energy
- Complexity/dimension
- Clarity in presentation of character(s) or role(s)
- Focus

*Outcomes assessed: H1.1, H1.2, H1.3, H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s)	9–10
• Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing role(s) or character(s) may be more refined than others	7–8
• Demonstrates adequate ability to realise and sustain role(s) or character(s), which are unsustainable or inconsistent. Variations may occur in level of belief/conviction/energy, complexity/dimension, focus and clarity in presentation	5–6
• Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation	3–4
• Displays minimal or no ability to realise role(s) or character(s). May play themselves. Minimal involvement or lack of clarity in presentation of role(s) or character(s)	1–2

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**Assessment Criterion 3: Structure and dramatic coherence (10 marks)**

*The assessment of this criterion focuses on the following aspects as appropriate*

- Effective use of performance elements
- Establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
- Integrity, originality and clarity in analysis, interpretation and presentation of the chosen material
- Realisation of a coherent theatrical performance
- Effective use of space in the context of the performance style.

*Outcomes assessed: H1.3, H2.1, H2.2, H2.3, H3.1, H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates outstanding manipulation of the performance elements</li><li>• Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response</li><li>• Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style</li><li>• Demonstrates sophisticated use of space appropriate to the material/style</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates substantial ability to control the performance elements</li><li>• Demonstrates accomplished ability to effectively engage the audience</li><li>• Presents a coherent and largely theatrical performance which demonstrates an effective interpretation of the chosen material/style</li><li>• Demonstrates effective use of space appropriate to the material/style</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates adequate ability to use the performance elements and engage the audience</li><li>• Presents a generally coherent, but often superficial interpretation of the chosen material/style</li><li>• Demonstrates adequate use of space appropriate to the material/style</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates limited ability to use the performance elements and engage the audience</li><li>• Presents a limited interpretation of the chosen material/style, often with frequent inconsistencies in coherence</li><li>• Demonstrates predictable or simplistic use of space</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates minimal or no use of the performance elements with little or no engagement of the audience</li><li>• Presents an incoherent or non theatrical performance</li><li>• Demonstrates little or no understanding of the use of space</li></ul>	1–2

**HSC Individual Project: \_\_\_\_\_**

Criteria 1:  
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Criteria 2:  
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Criteria 3:  
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*What I need to do:*

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