

LAMBTON HIGH SCHOOL



CREATIVE AND PERFORMING ARTS FACULTY – PRELIMINARY COURSE Task Notification

Course	Preliminary Drama
Task Number	3
Task Weight	25%
Date of Notification	Term 3, Week 2, 2016
Date Due	Term 3, Week 4/5
IN SCHOOL TASK: This task MUST be attempted during the designated period. Students are reminded that on that day, all lessons prior to the task must be attended.	
Outcomes Assessed	
P1.1: develops acting skills in order to adopt and sustain a variety of characters and roles. P1.3: demonstrates performance skills appropriate to a variety of styles and media. P1.4: understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively. P2.2: understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers. P2.3: demonstrates directorial and acting skills to communicate meaning through dramatic action. P2.4: performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces.	

Task Description

In groups of 4-5 you will create a 5-6 minute Documentary Drama piece informing the audience about, and showcasing the work and philosophies of, Julie Taymor (ideograph and symbolism) and Anne Bogart (Viewpoints).

Task Instructions

- Your performance should introduce the key ideas and philosophies of each practitioner;
- Your performance should provide examples of the directorial approaches and processes in action;
- Your performance should show the process (how to get the idea onto the stage) as well as the product (what the finished product might look like in performance);
- You might like to use excerpts from plays to show how the particular processes can be used to stage them;
- You need to make sure that you cover both practitioners in ways that make it clear how each of them approached directing for the theatre and how this impacts upon the actor and the final performance;
- You should refer to the set readings and your class notes and workshop reflections to assist in the development of this documentary drama piece;
- You must demonstrate, in your performance, effective performance skills, including vocals, movement, use of space and timing;
- You must ensure that your piece is highly engaging and informative as well as suitably theatrical through the use of theatrical techniques and styles, including:
 - Absurdist Theatre and Epic Theatre techniques
 - Boal's techniques – forum theatre, image theatre, etc.
 - Artaud and Theatre of Cruelty techniques
 - Narration and Direct Address
 - Repetition of scenes or segments
 - Projections to emphasise meaning
 - Use of song
 - Research material
- **Make sure you are using the concept of the ideograph and symbolism to create meaning stylised ways**
- **You MUST explore the use of viewpoints in order to effectively cover the process and approach of Anne Bogart**

Additional Information

- If you are away on the date of submission it is expected that you or your parent/guardian make contact with your specific teacher or Head Teacher on that submission date to discuss the handing in of the task.
- **NOTE: In the event of Illness-Misadventure (forms available from the front office and LHS website), an appeal must be returned to the Deputy Principal within five school days of the due date of the task.**

Head Teacher CAPA

Class Teacher

Mr. Dan Wilson

Mr. Aaron Taylor

MARKING CRITERIA**Documentary Drama Performance**

CRITERIA	MARK	GRADE
<ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of both practitioners and their approach to directing and performance. • Demonstrates exemplary ability to communicate the process of each practitioner as well as showcasing the product. • The documentary drama piece is coherent and logical. • The performance is highly theatrical, making sophisticated use of highly appropriate theatrical techniques to engage the audience and communicate meaning. • Demonstrates sophisticated use of space in the context of the performance style. • Demonstrates exemplary performance skills including vocal, movement and timing appropriate to the style or form. 	25-30	A
<ul style="list-style-type: none"> • Demonstrates a well-developed understanding of both practitioners and their approach to directing and performance. • Demonstrates substantial ability to communicate the process of each practitioner as well as showcasing the product. • The documentary drama piece is mostly coherent and logical, though there are monetary lacks of refinement and/or clarity. • The performance makes effective use of theatrical techniques to engage the audience and communicate meaning, though some of these techniques can seem cliché. • Demonstrates effective use of space in the context of the performance style. • Demonstrates substantial performance skills including vocal, movement and timing appropriate to the style or form. 	19-24	B
<ul style="list-style-type: none"> • Demonstrates a sound understanding of both practitioners and their approach to directing and performance, though the understanding is rigid and lacks connection between various concepts. • The performance explores the process and product resulting from the approach of each of practitioner, though focus on each component is not equal. • The documentary drama piece has extended moments of coherence, but there are moments that are confusing and lack clarity which hinder the overall purpose of the performance. • The performance makes sound use of theatrical techniques, though the piece is somewhat predictable and cliché. • Demonstrates an awareness of the use of space. • Demonstrates sound performance skills including vocal, movement and timing appropriate to the style or form, though some of these skills are much more refined than others. 	13-18	C
<ul style="list-style-type: none"> • Demonstrates a basic understanding of both practitioners, but there is a lack of depth to the information presented. • The performance explores the strategies of either of the practitioners, but there is no connection between their approaches to directing and what this means in a performance. • The piece is mostly linear and lacks a coherent exploration of the two practitioners' approaches. • The performance makes basic and predictable use of theatrical techniques. • Demonstrates basic performance skills in at least one area, including vocal, movement and timing appropriate to the style or form. 	7-12	D
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the practitioners. • The performance makes minimal reference of the approach taken by either practitioner. • The performance lacks coherence and is off topic. • Demonstrates minimal awareness of theatricality. 	1-6	E