**STAGE 2 DRAMA (from 2021)**

**ASSESSMENT TYPE 3 – External (30%)**

**Creative Presentation and Learning Portfolio**

**Description of Task:**

This assessment has two parts:

* a Creative Presentation – created in a group
* a Learning Portfolio – created individually

***Creative Presentation***

As an independent production team - as part of our Year 12 theatre company ***Visceral Theatre Productions*** – you have been commissioned to create a dynamic dramatic work for our season of performances based on Peter Shaffer’s classic play *Equus.*

Your production team can comprise 2 to 5 artists. In your team you will each adopt a role or roles such as: director, actor, designer, promoter/producer, etc. Dramatic roles to consider in your production team may include: actor, director, designer (set, costume, make-up, lighting, sound, multimedia/technology, etc.), scriptwriter, dramaturge, promoter, producer + publicity designer, filmmaker, cinematographer.

Following our shared text-analysis of *Equus*, your production team will collaborate to conceive and create a dramatic work or product, and develop, rehearse and produce a final performance (or a design product).

In your Creative Presentation, for example, you can choose to stage an excerpt from the play, or create designs for the staging of a whole production of the play, or you can self-devise your own original piece influenced by the themes, ideas and styles in *Equus.* Styles may include but are not limited to: Brecht, Artaud, Wooster Group, Verbatim (e.g. Tectonic), Milo Rau’s Ghent Manifesto, Complicite, 20th C. Expressionism, Ancient Greek Theatre, Realism, Peter Brook, Gordon Craig, and/or another dramatic style or theory by negotiation.

The maximum duration of the presentation depends on the number of students in the procution team: two students, 10 minutes; three students, 15 minutes; four students, 20 minutes; five students, 25 minutes.

Your final performance (or an oral/multimodal presentation of your design product) must be recorded on video in mp4 format, and submitted through GoogleDrive for assessment.

***Learning Portfolio***

As an artist you will create your own individual Learning Portfolio in oral and/or multimodal form. The Learning Portfolio provides detailed analysis, evaluation and justifications of your individual and team-based dramatic reasoning and decision-making throughout the development and final performance of your creative work, linked with your growth as an artist.

Your Learning Portfolio should be presented as an oral presentation and/or multimodally – which may include a “director’s / actor’s commentary” as a voiceover over selected excerpts from your team’s Creative Presentation, as well as other analysis/evaluation/justifications/ reflections presented orally or multimodally.

You can choose to present your Learning Portfolio creatively, for example, in the mode of a specialist TV or Youtube arts program, or as part of your digital presence as an artist looking to be employed by a professional theatre company.

Your individual Learning Portfolio must be recorded to video in mp4 format and can be up to a maximum of 9 minutes in length.

Your mark out of 30 will be a combined mark for both your Creative Presentation and your Learning Portfolio. The relevant performance standards are indicated below.

Stage 2 Drama – AT3 – Creative Presentation and Learning Portfolio

| - | Knowledge and Understanding | Critical and Creative Thinking | Creative Application |
| --- | --- | --- | --- |
| A | KU1 Sophisticated and highly detailed exploration and understanding of dramatic theories, texts, styles, conventions, roles, and processes.KU2 Perceptive and insightful understanding and evaluation of the artistic and cultural value of local, global, contemporary, and/or historical drama. | CCT1 Highly creative thinking and experimentation in the development of dramatic ideas.CCT2 Sophisticated and creative analysis and evaluation of the student’s own drama-making and others’ dramatic works, styles, and/or events. | CA1 Highly focused and sustained application of dramatic processes, individually and in collaboration with others.CA2 Highly creative and proficient application of dramatic skills.CA3 Highly innovative and coherent integration of theory and practice to make meaningful dramatic outcomes. |
| B | KU1 Mostly detailed and some in‑depth exploration and understanding of dramatic theories, texts, styles, conventions, roles, and processes.KU2 Detailed and thorough understanding and evaluation of the artistic and cultural value of local, global, contemporary, and/or historical drama. | CCT1 Creative thinking and experimentation in the development of dramatic ideas.CCT2 Thorough analysis and evaluation of the student’s own drama-making and/or others’ dramatic works, styles, and/or events. | CA1 Focused and productive application of dramatic processes, individually and in collaboration with others.CA2 Creative and comprehensive application of dramatic skills.CA3 Innovative and clear integration of theory and practice to make meaningful dramatic outcomes. |
| C | KU1 Considered exploration and general understanding of dramatic theories, texts, styles, conventions, roles, and processes.KU2 Understanding and some evaluation of the artistic and cultural value of local, global, contemporary, and/or historical drama. | CCT1 Generally creative thinking and experimentation in the development of dramatic ideas.CCT2 Generally competent analysis and evaluation of the student’s own drama-making and others’ dramatic works, styles, and/or events. | CA1 Generally productive application of dramatic processes, individually and in collaboration with others.CA2 Competent application of dramatic skills.CA3 Some originality and coherence in the integration of theory and practice to make meaningful dramatic outcomes. |
| D | KU1 Some exploration and basic understanding of dramatic theories, texts, styles, conventions, roles, and/or processes.KU2 Attempted understanding of the artistic and cultural value of local, global, contemporary, and/or historical drama. | CCT1 Attempted thinking and experimentation in the development of dramatic ideas.CCT2 Some general reflection on the student’s own drama-making and/or others’ dramatic works, styles, or events. | CA1 Partial application of dramatic processes, individually and in collaboration with others.CA2 Partial application of dramatic skills.CA3 Basic expression and attempted integration of theory and practice to make meaningful dramatic outcomes. |
| E | KU1 Limited exploration and understanding of dramatic theories, texts, styles, conventions, roles, and/or processes.KU2 Limited understanding of the artistic and cultural value of local, global, contemporary, and/or historical drama. | CCT1 Limited thinking and experimentation in the development of dramatic ideas.CCT2 Limited reflection on the student’s own drama-making and/or others’ dramatic works, styles, or events. | CA1 Limited application of dramatic processes, individually and in collaboration with others.CA2 Limited application of dramatic skills. CA3 Limited expression of theory and practice to make meaningful dramatic outcomes. |

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AT3: Creative presentation and learning profile

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