Creative Arts – Stage 5 Drama – assessment task

## Playbuilding digital citizenship - u.b.do

**Task 1** – due at the end of week 5 of studying the unit.

**Weighting** – 20% (15% performance, 5% reflection). Refer to the school’s assessment policy.

### Context

In this unit you will be introduced to issues-based theatre through workshops that will draw on the techniques of theatre practitioners such as Augusto Boal. This unit will focus on the digital age how we can employ technology to enhance our lives and our humanity. Throughout your classes, you will devise original scenes and create performances using ‘u.b.do’ as a stimulus. Your teacher will guide your playbuilding groups with scenarios, images and workshops to create your final performance. Your assessment will include a group performance and reflections on your learning throughout the unit. The stimulus for each group will be the following topics that you explore during the unit:

* The rules of the game
* The seen and unseen
* The following
* Insta
* Everyone’s a critic
* Film it/post it
* The influencer and the influenced
* Caught in the net.

Through your study of issues-based theatre you will better understand the complex nature of socio-cultural issues affected by digital technologies and how to practice safe and responsible digital citizenship.

### Outcomes

**5.1.4** Explores, structures and refines ideas using dramatic forms, performance styles, theatrical conventions and technologies

**5.2.3** Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning

**5.3.2** Analyses the contemporary and historical contexts of drama.

Outcomes and other syllabus material referenced in this document are copyright. [Drama 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/7caf9538-516c-4d2d-978c-c4c93237f958/drama_710_syllabus.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Teaching and learning

In this task you will be assessed on your ability to:

* structure a piece of devised theatre in collaboration with your peers that explores the themes and ideas of u.b.do while employing theatrical forms and conventions of issues-based theatre
* record and reflect on your learning throughout the process. The social and cultural implications of being a responsible user of digital technologies (as enacted by you and members of your class) should be a focus of your logbook/blog/journal of each week’s lessons
* complete an extended response that reflects on your experiential learning and demonstrates how this practitioner has prompted audiences to consider positive change.

### Task

Working in groups (established by the end week 2 of the unit) you are to devise a three-five minute piece of theatre based on the themes explored in class.

You will be required to keep a logbook of your experiences when developing the performance and reflecting on the impact of digital technologies on the human experience in a piece of writing after the performances.

### Assessment criteria

|  |  |
| --- | --- |
| Criteria | Marks |
| * Outstanding knowledge and understanding of dramatic concepts including issues-based theatre and playbuilding as demonstrated in a highly engaging performance. * Outstanding research, recording reflection and evaluation of the playbuilding process and product. * Demonstrates sophisticated analysis and research about how a theatre practitioner stages issues to create change in an informed and coherent manner. | 17-20 |
| * Substantial knowledge and understanding of dramatic concepts including issues-based theatre and playbuilding demonstrated in an engaging performance. * Substantial research, recording of the playbuilding process and product. * Demonstrates substantial analysis and research about how a theatre practitioner stages issues to create change in an informed manner. | 13-16 |
| * Satisfactory understanding of dramatic concepts including issues-based theatre and playbuilding demonstrated in performance. * Satisfactory research and recording of the playbuilding process and/ or product. * Demonstrates some analysis and/or research about theatre how a theatre practitioner stages issues to create change. | 9-12 |
| * Basic understanding of some dramatic concepts and/ or issues in playbuilding demonstrated in performance. * Basic research and recording of the playbuilding process or product. * Demonstrates basic understanding of theatre and/or practitioners in a written response. | 5-8 |
| * Limited understanding of dramatic concepts in playbuilding. * Limited research and recording of the playbuilding process or product. * Demonstrates a limited understanding of theatre, and ability to write a response. | 1-4 |